



CHENGEO SCHOOL
AS A WITNESS TO THE LIGHT

FORM 3
SUBJECT OPTIONS
2023

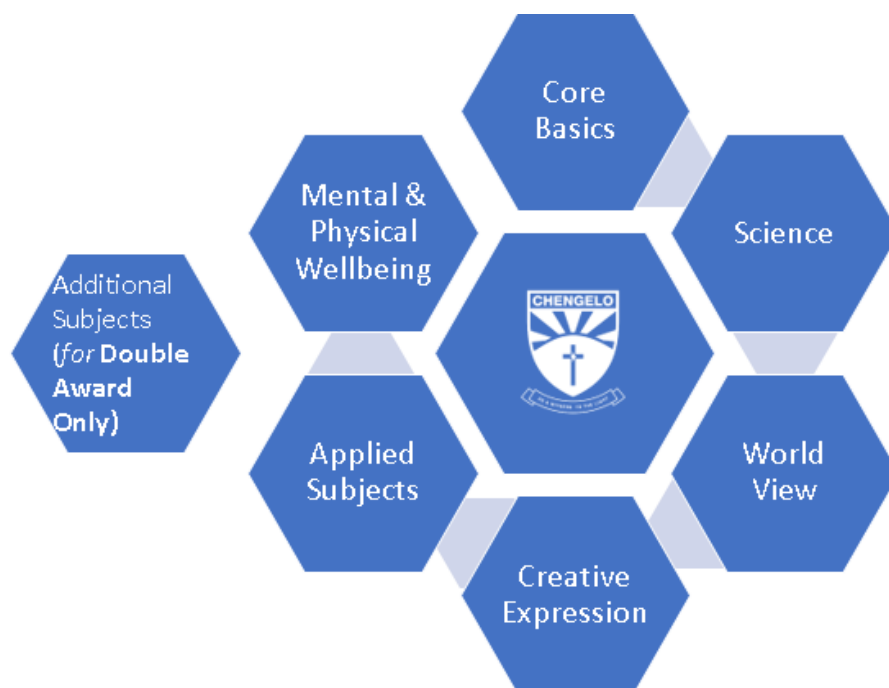
INTRODUCTION

In Forms 4 and 5 students have a degree of choice as to which subjects they wish to continue to study to external examination level. Subject preferences need to be indicated by the end of the August holiday, by which stage it is hoped that students will have sat down with their parents to discuss these options carefully. Therefore, the purpose of this booklet is to give you some further information on IGCSE and the content of the courses studied so that you are in a better position to make an informed choice for your child's future.

In Term 3 there will be time for all students to be subsequently interviewed regarding the choices they have made to check their suitability and viability. In making this decision students, parents and staff must take into account the following factors:

- What subjects are they good at? (Refer to term and examination grades).
- Which subjects are they expected to achieve in? (Refer to indicator/target grades).
- What subjects do they enjoy?
- Which subjects are important for their overall development?
- Are they better suited to assessment via coursework or examination?
- Which subjects can the school viably offer?

At Chengelo, we believe it is important that students continue to pursue a well-rounded curriculum, and indeed, it is increasingly the case that universities look for evidence of a broad basis to prospective undergraduates' general education. Thus, we are promoting the curriculum model below, which is designed to guide our students to make the best choices possible for their future studies.



The school reserves the right to make judgments about the viability of any course and does not guarantee that all of the courses mentioned will run in every academic year group.

UNIVERSITY PREREQUISITES

For more information about university prerequisites, and how IGCSE choices can impact a student's future prospects, please see the following:

1. For the requirements to South African universities, see the appendix to this booklet.
2. For consideration of the UK university system, please visit:
<https://www.informedchoices.ac.uk>
3. For entrance requirements to the University of Zambia, please visit:
<https://www.unza.zm/academics/admission-requirements>
4. For the procedure to apply to universities in the USA, please visit:
<https://www.studyusa.com/en/a/34/applying-for-admission-to-a-u-s-program>
5. If you are interested in further study in Australia, as a starting point, please see the appendix to this booklet and visit the following links:
[Cambridge International in Australia](https://www.studyinaustralia.gov.au/english/apply-to-study/entry-requirements)
<https://www.studyinaustralia.gov.au/english/apply-to-study/entry-requirements>
<https://www.thegordon.edu.au/international/future-international/international-entry-requirements/country-equivalencies>
6. For more information about further study in Canada, please see the appendix to this booklet, and visit the following link:
[Cambridge International students in Canada](https://www.cambridgeinternational.org/programmes-and-qualifications/recognition-and-acceptance/country/)
7. If you are interested in other countries not listed above, please visit:
<https://www.cambridgeinternational.org/programmes-and-qualifications/recognition-and-acceptance/country/>

It is worth noting that some universities prefer applicants to have studied a second language at IGCSE level. Furthermore, our most able students in science are encouraged to continue their study of all three sciences at IGCSE level, as this is also considered favourably by a number of further education establishments.

THE CAMBRIDGE INTERNATIONAL CURRICULUM

Chengelo is a registered examinations centre for Cambridge International Examinations IGCSE (International General Certificate of Secondary Education). IGCSEs are internationally recognised and are equivalent to the Zambian O-levels. In all subjects, they encourage learners to be confident, responsible, reflective, innovative, and engaged.

However, it should be noted that the Cambridge system is designed to be a four-year course, where students lay a solid general foundation in the IGCSE years, and then go on to specialise in three or four subjects at A Level. This, in turn, enables students to apply to the world's best universities, and also gives them a much better chance to achieve scholarships to these high-level universities.

“designed to be a four-year course”

So, as students make their decisions at this stage, they should consider

them as stepping stones to their future choices, and should aim where possible to avoid limiting their future career chances by choosing as wide a range as possible.

A NOTE ON IGCSE GRADING

Final examinations are sat in October/November, although in some courses, coursework over the two years contributes a considerable amount towards the final grade. Our staff are qualified to assess this coursework internally, which is then verified by an external moderator.

IGCSEs are graded on an eight-point scale of A* to G with an A* being awarded for outstanding performance in that subject. These grades compare with the Zambian O-level system as follows:

IGCSE	O-level
A*	1 Distinction
A	2 Distinction
B	3 Merit
C	5 Credit
D	7 Satisfactory
E	8 Satisfactory

In some subjects, the syllabus content is divided into 'core' and 'extended' material. Students will be set according to their ability by the relevant subject teachers, and the school retains the right to decide which level the pupil is entered for.

What is the difference between core or extended level?

Students following the core syllabus are entered for the core level examinations and may achieve grades C-G. More able students sit the extended level papers aiming for Grades A*-B. Grades C, D and E at core or extended level are equivalent and the final statement of results does not mention the level at which the pupil was entered.

WHAT IS THE ICE?

Cambridge ICE – or International Certificate of Education - is a group award for Cambridge IGCSE. The qualification is particularly popular in the USA.

The Cambridge website states that the award “allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven Cambridge IGCSE subjects from five different subject groups, including two different languages.”

The Chengelo curriculum is modelled on the same concepts, and therefore, students who select French as a subject option (or who are able to sit an IGCSE in a second language) will also qualify for this award, without having to sit extra examinations.

More information about the ICE can be found here: [Cambridge ICE \(cambridgeinternational.org\)](https://www.cambridgeinternational.org)

MAKING THE BEST CHOICES FOR YOUR CHILD

The following subjects are compulsory for all students in Forms 4 and 5:

Core Basics	First Language English (IGCSE)
	English Literature (IGCSE)
	Mathematics (IGCSE)

Mental & Physical Wellbeing	PSME
	PE & Games

Then, in order to achieve a well-balanced curriculum over the next two years, students are advised to select one option from each of the columns below.

Science	✓	Developing World Views	✓	Creative Expression	✓	Applied Subjects	✓
Triple Science		Geography		Art & Design		Agriculture	
Co-ordinated Science (Double)		History		Design & Technology		Business Studies	
		Religious Studies		French		Computer science	
				Music		Economics	

If Double Science is taken, then students should also choose a fifth option from the table on the right →

It is **not** possible to take the same subject twice (i.e. Design & Technology as a Creative subject *and* as an Additional subject.)

Additional Subject	✓
Business Studies	
Design and Technology	
Physical Education	

When making choices, please bear in mind the following:

1. The 'Triple Science' option requires students to take biology, chemistry and physics to an extended level. Thus, it is advised for those students who are currently achieving As and Bs in science, and are passionate about science.
2. Design & Technology and Agriculture are both courses that involve a considerable amount of coursework, and therefore it is advised that students take only one of these options, rather than both, due to the time commitment involved.
3. For similar reasons, it is recommended that students avoid taking both Art & Design and Design & Technology, as these subjects tend to overlap.
4. ICT provision is mapped across the curriculum, and students can expect to develop their ICT skills through their other courses, so it is no longer compulsory to take a technology-related subject.

All Form 3 choices will be submitted ONLINE via the Google Form (link emailed to all Form 3 parents).

CORE BASICS



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ENGLISH LANGUAGE (0500) and ENGLISH LITERATURE (0475)

AIMS: The purpose of English in the Chengelo curriculum is to empower our students to become confident and competent communicators. It aims to develop creative thought and analytical skills, and to hone sensitive, perceptive responses to both texts and life situations. Further benefits of studying English are heightened critical thinking and an ability to make wise, informed decisions; both will become indispensable companions for our nation's future leaders.

THE COURSE: Students follow one integrated course over the two years, which will result in two entirely separate IGCSEs – English Language and English Literature. English Language requires an in-depth analysis of varied written texts, an ability to write coherently in different forms and an aptitude for extracting information and re-presenting it in a different form. In their study of literature, students will look at texts in all three genres: drama, poetry and prose. They will refine their analytical skills, and develop a confident critical response to the texts read.

Reasons to study ENGLISH include the following:

- i) You want to accurately convey information in either written or spoken form to colleagues, employees or bosses. You want to make an impression in your workplace. You want to write effective analytical essays in your other IGCSE subjects.
- ii) You wish to enjoy a career in law, history, marketing, editing, media, publishing, advertising, public relations or education.
- iii) You wish to become a writer, journalist, playwright or songwriter. You want to be someone who is eloquent, wise, coherent, persuasive and popular.

English Language:

Assessment	Focus	Length	When?	Percentage
Exam	Response to reading	2 hours	October/November 2025	50%
Coursework	Writing	-	Over the two years	50%

English Literature:

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Prose and poetry	1 hr, 30 mins	October/November 2025	50%
Exam (Paper 3)	Drama	45 mins	October/November 2025	25%
Exam (Paper 4)	Responding to an unseen text	1 hr, 15 mins	October/November 2025	25%

MATHEMATICS (0580)

AIMS: The aims of the IGCSE Mathematics course are to enable students to develop their mathematical knowledge and oral, written and practical skills in a way that encourages confidence and provides satisfaction and enjoyment.

THE COURSE: Students work towards the examinations based on a syllabus that does not include coursework. They will study a number of topics including square-roots and cubes, standard form, estimation, limits of accuracy, ratio, proportion, rate, percentages, money, personal and household finance, graphs, algebra, functions, indices, solutions of equations and inequalities, geometry, trigonometry, statistics, probability, matrices, linear programming, constructions, mensuration, locus, trigonometry, vectors and transformations. Most students follow the extended syllabus, while those who find mathematics particularly challenging may follow the core syllabus. The final examinations are available at two levels: core curriculum with grades C-G available and extended curriculum with grades A*-E being available. Some particularly able mathematicians may also be offered the opportunity to sit Additional Mathematics in Form 5.

Reasons to study MATHEMATICS include the following:

- i) A grounding in this subject will equip you to study further in any discipline.
- ii) Most further education institutions and employers insist that candidates have passed mathematics with a grade C or above, making it a vital subject.
- iii) You wish to go on to study physics, architecture, engineering, accounting, economics, business etc at a higher level.

Core:

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Short answer questions	1 hr	October/November 2025	35%
Exam (Paper 3)	Structured answer questions	2 hrs	October/November 2025	65%

Extended:

Assessment	Focus	Length	When?	Percentage
Exam (Paper 2)	Short answer questions	1 hr, 30 mins	October/November 2025	35%
Exam (Paper 4)	Structured answer questions	2 hrs, 30 mins	October/November 2025	65%

PHYSICAL AND MENTAL WELLBEING

(NON-EXAMINED
SUBJECTS)



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PERSONAL, SOCIAL & MORAL EDUCATION (PSME)

At Chengelo, we take our students' physical and mental wellbeing seriously. PSME is taught to all years, from Form 1 to Upper Sixth, providing a crucial outlet and safe space for students to explore their emerging personalities, reflect on their responses to the situations they face at school and prepare for the challenges they will encounter as they grow up.

During Form 3 the decision-making process is emphasised in anticipation of the option choices. Relationships become even more important at this stage, including those with the opposite sex, and much time is devoted to discussions of this area.

“preparing for adulthood”

Forms 4 & 5 move towards preparing for adulthood in terms of decisions for the future, relationships and other important issues of life. As well as some

traditional teaching methods, discussions, role-play, small group work and other methods are used to encourage students to think for themselves about growing up and moving towards maturity.

In the Sixth Form, this continues to build on the firm foundation established in the lower years, preparing students for university study and the challenges they may face as young Christian adults in the modern world, both in Zambia and abroad.

PHYSICAL EDUCATION

P.E. is taught as a curriculum subject throughout the seven years at Chengelo. The school is fortunate in having excellent facilities, and these include a cricket field, swimming pool, two tennis courts, and football, rugby, hockey and netball pitches. A recent development is an all-weather astroturf. We also have two squash courts, two basketball courts, volleyball courts and athletics facilities, which enables our students to work on their physical wellbeing in the ways that they might enjoy most.

“a wide range of activities”

As a result of the extensive facilities, students enjoy a wide range of activities in P.E. lessons. Typically, a pupil may participate in athletics, basketball, cricket, cross country, football, hockey, netball, rounders, rugby, softball, swimming and volleyball.

The Physical Education Department is also committed to extra-curricular sport. There are numerous clubs and activities taking place after school and at the weekends. Where possible, “friendly” matches are arranged against other schools. Chengelo teams have always competed in the International Schools Association of Zambia (ISAZ) Sports Festivals held annually in Lusaka or the Copperbelt, and have an excellent reputation in these competitions.

ENRICHMENT

Various extra-curricular activities are now being done every Friday afternoon. These include chess, aerobics, dance, archery, cooking, crafts, cycling, debate, entrepreneurship, environment, STEM, ICT, fishing, among others. Students choose which enrichment activities they want to do for each term.

SCIENCE



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CO-ORDINATED SCIENCE – DOUBLE (0654)
BIOLOGY (0610)
CHEMISTRY (0620)
PHYSICS (0625)

AIMS: Science prepares students to face the world at large. It gives them the opportunity to apply problem solving skills and perfect mathematical skills essential for any career choice. The three sciences complement each other in their build up of knowledge. For example, in order to be able to understand the biology of respiration, you also need to understand the chemical equations underpinning the science. To understand breathing, a knowledge of the physics of pressure is necessary. Thus, for any adequate understanding of science, it is important to cover all three sciences at IGCSE level.

THE COURSE: In Form 3, students have begun their IGCSE courses in biology, chemistry and physics. Our most able students are advised to take all three science subjects as individual sciences (the triple option). For those students who are less confident in science, the co-ordinated (double) option is most appropriate. Practical work remains fundamental to all of the IGCSE sciences, and it is assessed through the 'Alternative to Practical' paper in each subject. To support this, there are several well-equipped laboratories and a well-stocked preparation room.

Reasons to study all three SCIENCES include the following:

- i) You have more options left open to you: even if you change your mind about your career later, you will still have the necessary prerequisites for the widest range of courses possible.
- ii) Science enhances your understanding of the world in which you live, and also helps you appreciate the majesty of God through examining his creation.
- iii) Science develops thinking skills, which can be applied in any context. It gives you the background knowledge you may need to solve everyday practical problems, no matter the career you desire.

"Biology provides you with knowledge you can actually use in your day-to-day life: it benefits you with advice on and knowledge about your health."



ASSESSMENT OPTIONS:

Co-ordinated Science (Double): available at core or extended level

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1 or 2)	Multiple choice	45mins	October/November 2025	30%
Exam (Paper 3 or 4)	Theory: Short answer & structured questions	2 hrs	October/November 2025	50%
Exam (Paper 6)	Alternative to practical	1hr, 30mins	October/November 2025	20%

Biology, Chemistry and Physics: each subject available at core or extended level

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1 or 3)	Multiple choice	45 mins	October/November 2025	30%
Exam (Paper 2 or 4)	Theory: Short answer & structured questions	1 hr, 15mins	October/November 2025	50%
Exam (Paper 6)	Alternative to practical	1hr, 30mins	October/November 2025	20%

"Water is H₂O; H₂O is chemistry; therefore, chemistry is life. We all need some chemistry in our life."



"No subject has magnets like physics: that's why it's attractive!"



WORLD VIEW



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GEOGRAPHY (0460)

AIMS: Geography is basically the study of 'places', 'people' and often how they interact together. It is regarded as a bridging discipline between natural and social sciences. The increased knowledge and understanding of how the world 'operates' will be invaluable in many different careers from business to game ranching. Geography lessons at Chengelo are the first steps to encourage students to go and see the world at first-hand for themselves!

THE COURSE: Making geography alive by the use of case studies and fieldwork is the key to its success. Case studies from all over the world are used as well as Zambian ones, giving the students a well-rounded global view of the subject. Geography is also a practical subject and so field trips are an essential part of the course, including a river study at Kundalila Falls. Along their geographical journey, students will pick up skills such as map work, research skills, and analysis of statistical information and diagrams.

Reasons to study GEOGRAPHY include:

- i) You enjoy learning about real places and people, and enjoy practical application of your learning.
- ii) You are interested in understanding how the world operates and what your role is in improving the environment we live in.
- iii) Geography opens a number of career paths including environmental science, tourism, demography, geology, meteorology, social work, economics, town and country planning.

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Geographical Themes	1 hr, 45 mins	October/November 2025	45%
Exam (Paper 2)	Geographical Skills	1hr, 30mins	October/November 2025	27.5%
Exam (Paper 4)	Alternative to coursework	1hr, 30mins	October/November 2025	27.5%

"Geography is a very interactive subject, expanding on topics learnt from Form 3, with skills that can be applied on a daily basis."



HISTORY (0470)

AIMS: History enables students to gain a better understanding of human activities in the twentieth century. Students learn about the causes and consequences of key historical events. Such knowledge promotes tolerance, a respect for other cultures and an enhanced understanding of the many problems (political, social and economic), which face our world today. It also equips students with the ability to use information accurately in order to support a coherent and logical argument; communicate in a clear and concise manner, and interpret different sources of information, appreciating the potential for distortion through bias and propaganda.

THE COURSE: Over two years, students cover a diverse range of topics. The focus is international and looks at international relations in the years 1919-1939; tension and co-operations since 1945, including the Vietnam War; Germany in the years 1918 to 1945; and America in the 1920s and 30s, including gangsters, flapper girls and African-American history.

Reasons to study HISTORY include:

- i) You enjoy finding out about the past, or you are interested in politics, society or just seeing how things were different in different places and at different times.
- ii) You enjoy reading about, investigating, reasoning and debating subjects, and often ask why things are the way they are today.
- iii) History opens a number of career paths including law, management administration, data analysis, accountancy, and business management.

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Core Content + Depth Studies	2 hrs	October/November 2025	40%
Exam (Paper 2)	Source paper	2 hrs	October/November 2025	33%
Exam (Paper 4)	Alternative to coursework	1 hr	October/November 2025	27%

"Learn from your past, practise in the present, apply it to your future."



RELIGIOUS STUDIES (0490)

AIMS: The Religious Studies course focuses on religion from an academic perspective. The aim is to train students to think broadly, to challenge their personal beliefs and to increase their knowledge of both their own religion and others'. Further, it aims to promote an enquiring, critical and sympathetic approach as it provides students with an introduction to the challenging and varied nature of religion. It enables them to identify, investigate and respond to the fundamental questions of life.

THE COURSE: The course builds on the foundation laid in Forms 1 to 3, focusing on two main religions, Christianity and Islam. There are five main topics in each area of study: worship; beliefs and sacred writings; festivals, fasts, pilgrimage and historic places; family and rites of passage; and religion and social action.

Reasons to study RELIGIOUS STUDIES include:

- i) You want to understand the beliefs, values and traditions of religions, as well as learn to recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour
- ii) You want to be challenged: it will help you consider religious and other responses to moral and ethical questions.
- iii) Religious studies opens a number of career paths including law, sociology, psychology, teaching, ministry and caring professions.

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Structured questions & stimulus response	1 hr, 45 mins	October/November 2025	50%
Exam (Paper 2)	Studied sections	1 hr, 45 mins	October/November 2025	50%

"Religious studies helps you to understand the religious perspective which helps to determine people's approaches to life."



CREATIVE EXPRESSION



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ART & DESIGN (0400)

AIMS: The Art and Design course encourages intuitive, imaginative and design thinking. It provides an introduction to artistic appreciation, and increases students' confidence as a result of their acquisition of new skills. It stimulates students' interest in environmental and cultural diversity, and enables them to express themselves through a variety of artistic media.

THE COURSE: At IGCSE, students are required to submit work for two papers from a wide range of choices, which include observational, interpretative and design study. Candidates will also produce a coursework portfolio on a subject they are passionate about, enabling them to have a degree of personal choice about the direction of their studies.

Reasons to study ART & DESIGN include:

- i) The imaginative and thinking skills you develop will help with problem solving in tactile, visual, critical and analytical faculties.
- ii) You enjoy expressing yourself through art, and find it a source of personal enrichment.
- iii) Art and Design opens up a number of career paths, including fashion designer, jeweller, interior designer, furniture designer, landscaper, architect, ceramist, computer graphics animator and game developer, commercial photographer, film producer, environmental conservationist, artist, art teacher/lecturer and advertising agent designer.

Assessment	Focus	Length	When?	Percentage
Coursework	Portfolio and final outcome	-	Over the course of the two years	50%
Exam	A supporting study and final outcome	8 hrs	September - November 2025	50%

"Art allows us to express ourselves freely; it's a subject that doesn't need studying, but rather practising to make perfect."



DESIGN & TECHNOLOGY (0445)

AIMS: The Design and Technology course aims to introduce students to the trajectory of product design, starting with exploring possible solutions to a problem, and then proceeding through from the design process to realisation (the actual making of the designed artefact). It aims to develop skills such as initiative, resourcefulness, enquiry and ingenuity.

THE COURSE: The course includes a balance of theory and practical work. A considerable part of the course focuses on the practical project in which students are able to see their ideas take shape first on paper, and then in reality. The syllabus covers a range of resistant materials such as metal (fabrication and machining), wood (including lathe work) and plastics.

Reasons to study DESIGN & TECHNOLOGY include:

- i) You would like to develop technical and design awareness.
- ii) You will be able to identify, consider and solve problems through creative thinking, planning and design by working with different media, materials and tools.
- iii) Design and Technology provides an ideal basis for further study and prepares students for careers such as architecture, industrial design and engineering. As such, it is suited to students who also enjoy physics and mathematics.

Assessment	Focus	Length	When?	Percentage
Coursework	Project	-	Over the course of the two years	50%
Exam (Paper 1)	Product design	1hr, 15mins	October/November 2025	25%
Exam (Paper 3)	Resistant materials	1 hr	October/November 2025	25%

"DT teaches you how to be tactical in the workshop and you learn about construction."



FRENCH (0520)

AIMS: Studying French offers an insight into the culture and civilisation of French-speaking countries. Knowledge of a foreign language is an asset to any student, providing opportunities to develop communication skills and an understanding of an influential foreign culture. French is particularly useful to those students whose careers may lead them to travel or to work in Northern Africa or Europe. A foreign language qualification is also required for entry to Higher Education by some colleges and universities outside Zambia.

THE COURSE: In IGCSE French, students develop the ability to use the language effectively for the purposes of effective communication, looking at a range of practical topics from getting around a city, to expressing an opinion on modern life's issues. They form a sound base in listening, speaking, reading and writing and are assessed in all four skills.

Reasons to study FRENCH include:

- i) I enjoy learning to speak a different language and learning about another culture.
- ii) I am interested in how language works and in using communication skills.
- iii) French opens a great many career opportunities including law, business management, marketing, interpreting and translating, business, trading and tourism, as it is the main language of communication in many African countries.

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Listening	50 mins	October/November 2025	25%
Exam (Paper 2)	Reading	1 hr	October/November 2025	25%
Exam (Paper 3)	Speaking	10 mins	September - November 2025	25%
Exam: (Paper 4)	Writing	1 hr	October/November 2025	25%

"It's a practical subject, so it's not only 24/7 knowledge, but it's also fun, it has different branches, and it's a way of communicating with other people from around the world."



MUSIC (0410)

AIMS: The Music IGCSE course helps to cultivate a perceptive, sensitive and critical response to the main historical Western and non-Western traditions in music and leads to an appreciation of cultural similarities and differences. Students can expect to develop a range of basic musical skills, knowledge and understanding through the activities of listening, performing and composing. These activities in turn develop the personal confidence that comes through an informed appreciation of music and an acquisition of a new skill.

THE COURSE: The course focuses on the skills of listening, performing and composing. The listening syllabus covers Western Classical music as well as traditional music from around the world. The performing component involves 4-10 minutes of solo and ensemble performances. The composing component includes a project of two original compositions, for different instruments and/or voices.

Reasons to study MUSIC include:

- i. You would like to consolidate the skills gained in Forms 1-3, and acquire a greater range of basic musical skills, knowledge and understanding.
- ii. You enjoy music and would like to develop your artistic appreciation and increase your confidence in performing.
- iii. Music provides an ideal basis for any music-related tertiary courses, such as music performance, composition, musicology, music technology, music education, sound mixing, recording engineering etc.

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Listening	1hr, 15mins	October/November 2025	40%
Coursework: Component 2	2 prepared performances: one individual, one ensemble	-	Over the course of the two years.	30%
Coursework: Component 3	2 contrasting compositions	-	Over the course of the two years.	30%

"Why choose music? It has a short syllabus, you get to sing and you also get to compose your own music!"



APPLIED SUBJECTS



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AGRICULTURE (0600)

AIMS: The Agriculture IGCSE course creates an increased awareness of man's sole dependence on nature and the ever-pending need to manage our environment in a sustainable manner. Furthermore, as Zambia increasingly looks to agriculture as a source of the country's development, the subject prepares students to become leaders in this field both at home and internationally. In recent years, Chengelo has seen more than one student become 'top of the world' in agriculture.

THE COURSE: The IGCSE syllabus builds on the study done in Forms 1-3, and includes topics such as soil science, crop production and protection, animal production and health, farm structures and machinery, agricultural economics, principles of plant growth and agriculture in a wider sense. The Chengelo Training Farm has both crop and animal production enterprises where students can observe and take part in various farm operations, while the school's vegetable gardens are the main site for practical assessment activities. Agriculture students are also privileged to visit the commercial farms on prior arrangement with farm owners.

Reasons to study AGRICULTURE include:

- i) You are interested in applying the concepts studied in the pure sciences in a practical way in order to provide for the basic human needs of food, clothing and shelter.
- ii) You are interested in the vast range of opportunities it opens up for research in academic and socio-economic spheres of human life.
- iii) Agriculture opens up a variety of career paths leading to jobs such as agricultural economists, agribusiness consultants, development consultants, farm managers, agricultural engineers, crop scientists, rangeland managers, and veterinarians etc.

Assessment	Focus	Length	When?	Percentage
Exam	Theory	1 hr, 45 mins	October/November 2025	70%
Coursework	Practical project	-	Completed over the course of the two years.	30%

"Agriculture is the easiest subject to take – you've done a lot of the notes in Forms 1-3. Plus, in the future, farmers will earn lots of money supplying the necessary food to the nation and abroad."



BUSINESS STUDIES (0450)

AIMS: The IGCSE Business Studies course gives a broad introduction to the business world and can prepare a student for many different careers. The course requires students to have an interest in the study of business and its operations. In addition, they need to be good at mathematics in order to help them understand calculations in finance; costing and analysis; break-even analysis; accounting; cash flow analysis; sales and profit forecasting and any other business calculations.

THE COURSE: The IGCSE syllabus is split into 6 sections: understanding business activity; people in business; marketing; operations management; financial information and decisions; and external influences on business activity. Field trips are made to business organisations to widen the scope of understanding.

Reasons to study BUSINESS STUDIES include:

- i. You want to run your own business or be involved in business.
- ii. You want to broaden your knowledge (e.g. psychology of work, finance, and marketing.)
- iii. Business studies opens up a number of career opportunities including management, accountancy, business, administration, training, consultancy, economics, marketing and business law.

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Short answer and data response	1 hr, 30mins	October/November 2025	50%
Exam (Paper 2)	Case study	1 hr, 30mins	October/November 2025	50%

"Why study Business? It provides good practical skills that will set you up for a successful future."



COMPUTER SCIENCE (0478)

AIMS: The IGCSE Computer Science course enables learners to develop their understanding of the main principles of problem-solving using computers. It aims to develop computational thinking and understanding of the main principles of solving problems by using computers. It provides learners with the underpinning knowledge required for many other subjects in science and engineering, and the skills learnt can also be used in everyday life.

THE COURSE: The course focuses on students applying their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. It teaches students to think about what can be computed and how, and includes consideration of the data required. In addition, it teaches students the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people, and leads them into an understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems.

Reasons to study COMPUTER SCIENCE include:

- i) Computers are having - and will continue to have - an impact on education, business, administration, communications and all aspects of everyday life. Certainly, computer technology will play an increasing role in the continuing development of Zambia.
- ii) Universities and colleges increasingly expect students to have a thorough grounding in ICT skills.
- iii) Computer science opens up a number of career opportunities in computer or computer-related fields such as surgery, informatics, networks or any internationally based industry.

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Computer Systems	1 hr, 45mins	October/November 2025	50%
Exam (Paper 2)	Algorithms, Programming and Logic	1 hr, 45mins	October/November 2025	50%

"It is creative, challenging and makes you feel worthy and proud when you solve a complex problem. The only thing better than computer science is...? Nothing."





ECONOMICS (0455)

AIMS: The Economics IGCSE course is fairly new as it was introduced in 2021 at Chengelo, and has been introduced based on an increased demand for such courses from our students. The aims of the course are to enable students to know and understand economic terminology, concepts and theories; use basic economic numeracy and interpret economic data; use the tools of economic analysis; express economic ideas logically and clearly in a written form and apply economic understanding to current economic issues. This course is clearly designed to build a sound foundation for those students who wish to drive Zambia's economic development in the future.

THE COURSE: The course focuses on six key areas. Beginning with the basic economic problem, it moves on to the allocation of resources, and then considers the microeconomic decision makers and the government and the macroeconomy. Finally, it moves on to both economic development and international trade and globalisation. Thus, students gain a sound basic understanding of all key areas of the subject over the course of the two years.

Reasons to study ECONOMICS include:

- i. You want to develop an understanding of economic theory, terminology and principles in order to build an excellent foundation for advanced study in economics.
- ii. You want the ability to apply the tools of economic analysis and be able to take a greater part in decision-making processes in everyday life.
- iii. Economics is an increasingly important field of study in the modern world and can facilitate a number of career opportunities including business, accountancy, economic development and some branches of law.

Assessment	Focus	Length	When?	Percentage
Exam (Paper 1)	Multiple choice	45 mins	October/November 2025	30%
Exam (Paper 2)	Structured questions	2hrs, 15 mins	October/November 2025	70%

PHYSICAL EDUCATION (0413)

AIMS: All students at Chengelo take physical education lessons. However, this year students will also get the chance to take an IGCSE in physical education. Studying physical education as an academic subject enables students to develop their knowledge, skills and understanding of a range of relevant physical activities. In addition, it hones their ability to plan, perform and evaluate physical activities, cultivating an understanding of effective and safe performance. Further, it gives them an understanding of the role of sport and physical activity in society and in the wider world, essential for future careers in the world of sport management.

THE COURSE: The IGCSE Physical Education is not just about playing sport. It provides students with an opportunity to study both the practical and theoretical aspects of physical education. They will study anatomy and physiology; health, fitness and training; skill acquisition and psychology; and social, cultural and ethical influences. In addition, they will undertake four different physical activities chosen from at least two of seven categories: games, gymnastics, dance, athletics, outdoor and adventurous, swimming and combat activities.

Reasons to study PHYSICAL EDUCATION include:

- i. You enjoy playing sport and you would like to develop your skills in a practical way over the next two years. It is a particularly good qualification for those students who regularly represent the school at ISAZ events.
- ii. One of the fastest growing industries in many countries is now sport and fitness, so the skills learnt here can be advantageous to entrepreneurial activity in Zambia and beyond.
- iii. Physical education opens up a number of career opportunities in the sport and leisure industry; travel and tourism; teaching and coaching; sports medicine and physiotherapy; sports science and psychology; sports marketing and sports management.

Assessment	Focus	Length	When?	Percentage
Exam	Theory	1 hr, 45mins	October/November 2025	50%
Coursework	Practical performance	-	Over the course of the two years.	50%



**Cambridge Assessment
International Education**



University recognition in South Africa

Conditions and
requirements to gain
exemption for entry
to South African
public universities



**UNIVERSITIES
SOUTH AFRICA**

Cambridge Assessment International Education, in conjunction with Universities South Africa (USAf), has produced this document as a guide outlining the minimum requirements for exemption into South African public universities.

The document is an easy reference for schools and universities' admissions departments. For detailed requirements please consult the Government Notice, Department of Education: Higher Education Act (Act 101 of 1997) No.1317 dated 5 December 2008.

Summary of USAf minimum admission requirements for exemption for Bachelor Degree purposes

Complete exemption	Number of required subjects	Minimum qualification Combination	Minimum grade required	Subject group requirements	Notes
Cambridge International A Level	5	2 subjects at A Level PLUS 3 subjects at IGCSE/O Level	E C	Students must choose ONE subject from each of Groups I, II and III at either A Level or IGCSE/O Level. The fourth and fifth subjects for either A Level or IGCSE/O Level may be taken from any of the groups.	More than one subject can be chosen from a group providing that the minimum requirements have been met.
Cambridge International A Level	4	3 subjects at A Level PLUS 1 subject at IGCSE/O Level	E C	Students must choose ONE subject from each of Groups I, II and III at either A Level or IGCSE/O Level. The fourth subject for either A Level or IGCSE/O Level may be taken from any of the groups.	
Cambridge International AS Level	5	4 subjects at AS Level PLUS 1 subject at IGCSE/O Level	D C	Students must choose ONE subject from Group I or II and another TWO subjects from two of Groups III, IV and V. English First Language must be offered and passed at an appropriate level. N.B. Two languages must be offered to qualify for complete exemption.	
Cambridge AICE	5	5 subjects at AS Level (full credit)	D	Students must achieve passes in: – English Language – at least one subject from Group II – at least one of the following: Biology, Mathematics, Physics, Chemistry, 3rd Language The fourth and fifth subjects may be taken from any of the groups.	More than one subject can be chosen from a group providing that the minimum requirements have been met.
Cambridge HIGCSE	5	4 subjects at HIGCSE PLUS 1 subject at IGCSE/O Level	3 C	Students must choose ONE subject from Groups I or II and TWO subjects from two of Groups III, IV or V. The fifth subject for either HIGCSE or IGCSE/O Level may be taken from any of the groups. English Language must be passed at HIGCSE Level. N.B. Two languages must be offered to qualify for complete exemption	Two examination sittings only. Where a subject is not examined in Oct/Nov session the following or preceding June session will be regarded as the same sitting.
NSSC	5	4 subjects at Higher NSSC PLUS 1 subject at NSSC Ordinary Level	3 C	Students must choose ONE subject from Groups I or II and TWO subjects from two of Groups III, IV and V at Higher NSSC. The fifth subject for either Higher NSSC or NSSC Ordinary Level may be taken from any of the groups. English Language must be passed at Higher NSSC Level with a 3. N.B. Two languages must be offered to qualify for complete exemption	

Complete exemption	Number of required subjects	Minimum qualification Combination	Minimum grade required	Subject group requirements	Notes
A Level AS Level	5	2 subjects at A Level PLUS 3 subject at either LGCSE, BGCSE, SGCSE	E	Students must choose ONE subject from each of Groups I, II and III at either A Level or LGCSE, BGCSE, SGCSE Level. N.B. Two languages must be offered to qualify for complete exemption.	More than one subject can be chosen from a group providing that the minimum requirements have been met. Two examination sittings only. Where a subject is not examined in Oct/Nov session the following or preceding June session will be regarded as the same sitting.
Plus		C			
LGCSE BGCSE SGCSE		D	The fourth and fifth subjects for either AS Level or LGCSE, BGCSE, SGCSE Level may be taken from any of the groups. N.B. Two languages must be offered to qualify for complete exemption		
		C			

Please note

To apply for an exemption certificate all results may be:

- emailed to USAf at applications@usaf.ac.za
- delivered to their offices at Block E, Hadeffields Office Park, 1267 Pretorius Street, Hatfield, Pretoria, 0083.

Submit online via <http://mb.usaf.ac.za/online-assessment-and-application/>

Some universities require students to write the National Benchmark Tests. Please take note of these at: www.nbt.ac.za



Learn more! Contact Joleen Rugg, Recognition Manager, Sub-Saharan Africa at: joleen.rugg@cambridgeinternational.org

Recognised subject list

Group I	Group II	Group III	Group IV	Group V	Ungrouped but recognised subjects
English Language	Afrikaans	3rd Language (which is not offered as part of Group II requirement)	Art and Design	Accounting	Literature in English (see note below)
English Language and Literature	Arabic	Biology	Biology	Business	Applied Information and Communication Technology
Any other recognised First Language (see note)	Chinese	Chemistry	Chemistry	Computer Studies	Drama
	Czech	Combined Science	Economics	Computing	Travel and Tourism
	Dutch	Co-ordinated Science	Environmental Management	Computer Science	
	French	Mathematics	Geography	Design & Technology	
	German	Physics	History	Divinity	
	Greek	Physical Science	Mathematics	Further Mathematics	
	Hindi		Music	Information Technology	
	IsiZulu		Physics	Religious Studies	
	Italian		Physical Science		
	Japanese				
For the AS Level exemption students not offering AS English First Language or AS Language and Literature for group I must offer IGCSE English First Language for Group II. For the A Level exemption students may offer IGCSE English First Language, AS English Language, AS English Language and Literature or A Level Language.	Korean			All Group V subjects at Cambridge International AS Level are only recognised for grouping purposes if the candidate has passed IGCSE or O Level Mathematics with a minimum of grade C. For detailed requirements please go to http://mb.usaf.ac.za/exemption-requirements/	Ungrouped subjects are recognised/acceptable subjects but do not meet any grouping requirements and therefore will not be taken into account for grouping purposes.
	Latin				
	Malay				
	Marathi				
	Nepali				
	Portuguese				
	Russian				
	Swahili				
	Setswana				
	Spanish				
	Tamil				
	Telugu				
	Thai				
	Turkish				
	Urdu				

Explanation of the Two-Sitting Rule

The Two-Sitting Rule for USAf exemption purposes in terms of Cambridge qualifications applies to exemptions by means of Cambridge International AS Levels, Cambridge AICE Diploma and Cambridge IGCSE.

Candidates qualifying for the above exemptions for Bachelor Degree purposes need to meet the minimum requirements in two examination sittings. Examinations taken within a twelve (12) month period are regarded as one sitting ie June and the previous/following November; November and the previous/following June; and June and November.

Where a subject is only examined in either the Oct/Nov or the May/June session, the following or preceding Oct/Nov or May/June session will be regarded as the same sitting, e.g. Afrikaans Language is not offered by Cambridge in the June session and Portuguese Language, Turkish, German etc. are not offered in the October session.

Once you pass A Level subjects, the two-sitting rule no longer applies.

Minimum requirement for complete (full) exemption in terms of the two-sitting rule examples:

Candidate 1			Candidate 2		
Series	Qualification	Grade	Series	Qualification	Grade
October/ November 2010	IGCSE English Language	C	May/June 2010	IGCSE English Language	C
	IGCSE Mathematics	C		IGCSE Mathematics	C
	IGCSE Biology	C		IGCSE Biology	C
	IGCSE Geography	C		IGCSE Geography	C
	IGCSE Afrikaans	C	October/ November 2010	IGCSE Afrikaans	C
May/June 2012	AS English Language	D	May/June 2012	AS English Language	D
	AS Mathematics	D		AS Mathematics	D
October/ November 2012	AS Geography	D	October/ November 2012	AS Geography	D
	AS Biology	D		AS Biology	D

Candidate 3			Candidate 4		
Series	Qualification	Grade	Series	Qualification	Grade
October/ November 2009	IGCSE Afrikaans	C	October/ November 2010	IGCSE English Language	C
May/June 2010	IGCSE English Language	C		IGCSE Mathematics	C
	IGCSE Mathematics	C		IGCSE Biology	C
	IGCSE Biology	C		IGCSE Geography	C
	IGCSE Geography	C	May/June 2011	IGCSE Portuguese Language	C
May/June 2011	AS English Language	D	May/June 2012	AS Mathematics	D
	AS Mathematics	D		AS Geography	D
	AS Geography	D	October/ November 2012	AS English Language	D
October/ November 2011	AS Biology	D		AS Biology	D

Learn more! Contact Joleen Rugg, Recognition Manager, Sub-Saharan Africa at: joleen.rugg@cambridgeinternational.org

Examples indicating group, grade and subject options for complete and conditional exemptions

Candidate 1							
Complete exemption for Cambridge International A Level (5 subjects). All requirements met				Conditional exemption for Cambridge International A Level (5 subjects). Group II requirement not met			
Subject	Level	Grade	Group	Subject	Level	Grade	Group
English First Language	IGCSE	C	I	English First Language	IGCSE	C	I
French Language	IGCSE	C	II	Biology	IGCSE	C	III or IV
Mathematics	A Level	D	III or IV	Mathematics	A Level	D	III or IV
Biology	A Level	C	III or IV	Chemistry	A Level	E	III or IV
Geography	IGCSE	B	IV	Geography	IGCSE	C	IV

Candidate 2							
Complete exemption for Cambridge International A Level (4 subjects). All requirements met				Conditional exemption for Cambridge International A Level (4 subjects). Group II requirement not met			
Subject	Level	Grade	Group	Subject	Level	Grade	Group
English First Language	IGCSE	C	I	English First Language	IGCSE	C	I
French Language	A Level	D	II	Mathematics	A Level	E	III or IV
Mathematics	A Level	E	III or IV	Physics	A Level	D	III or IV
Biology	A Level	D	III or IV	Chemistry	A Level	E	III or IV

Candidate 3							
Complete exemption for Cambridge International AS Level (5 subjects). All requirements met				Conditional exemption for Cambridge International AS Level (5 subjects). Group II requirement not met			
Subject	Level	Grade	Group	Subject	Level	Grade	Group
English First Language	AS Level	C	I	English First Language	AS Level	C	I
Afrikaans	IGCSE	B	II	Accounting	IGCSE	C	V
Mathematics	AS Level	D	III or IV	Mathematics	AS Level	D	III or IV
Physical Science	AS Level	D	III or IV	Biology	AS Level	C	III or IV
Accounting	AS Level	D	V	Chemistry	AS Level	C	III or IV

Candidate 4							
Complete exemption for Cambridge International AS Level (5 subjects). All requirements met				Conditional exemption for Cambridge International AS Level (5 subjects). Qualification requirement not met			
Subject	Level	Grade	Group	Subject	Level	Grade	Group
English First Language	AS Level	C	I	English First Language	AS Level	C	I
French Language	IGCSE	B	II	Accounting	AS Level	C	II
Mathematics	AS Level	D	III or IV	Mathematics	AS Level	D	III or IV
History	AS Level	C	IV	History	AS Level	C	IV
Art & Design	AS Level	C	IV	Art & Design	IGCSE	C	IV

Note: Students may substitute subject in the above examples with alternative subjects from within the same group.



Conditional exemption

Certificates of Conditional Exemption may be granted by USAf to an applicant who lacks one requirement in meeting the exemption conditions on the previous page. The granting of Conditional Exemptions is solely at the discretion of USAf.



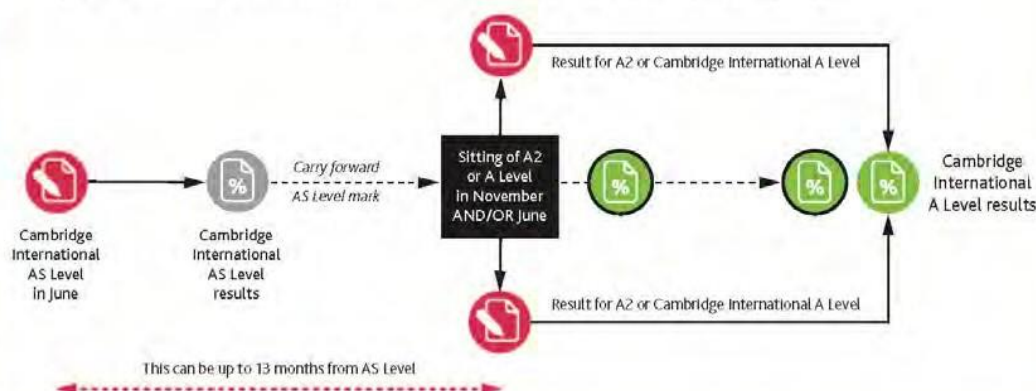
Cambridge International A Levels

Cambridge International AS Level results can be carried forward to contribute towards an A Level a maximum of twice, and only within 13 months of taking the exam.

For example, if you sat your AS Level assessment in June 2014 you could carry forward your AS Level results to the November 2014 and/or June 2015 exam series only.

After 13 months it is no longer possible to use that AS Level result towards an A Level, however this will still be valid as an AS Level qualification.

Carry forward for Cambridge International AS & A Level (from June)



Recognition of Cambridge Pre-U

Cambridge Pre-U Diploma: This qualification comprises an Independent Research Report together with Global Perspectives which forms the compulsory core of the Diploma, plus three Principal Subjects. Up to two A Levels can be substituted for Principal Subjects.

Universities South Africa recognise the Diploma in its entirety. They also recognise the Principal Subjects separately in place of A Levels provided the A Levels are currently recognised subjects by the matriculation Board.

This qualification is only available to centres who have been authorised to offer it and is not available to private candidates.

Learn more! Contact Joleen Rugg, Recognition Manager, Sub-Saharan Africa at: joleen.rugg@cambridgeinternational.org

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**UNIVERSITIES
SOUTH AFRICA**

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Cambridge Assessment
International Education



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About us

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the transferable skills they need for life, so they can achieve at school, university and work.

A pathway to university success

Cambridge International AS & A Levels are recognised as a passport to success in education, university and employment. They are valued by Australian universities as academically rigorous qualifications that equip students with the skills they need to succeed, both at university and beyond.

Nearly all Australian universities with undergraduate programmes recognise our qualifications, including those from the Group of Eight coalition of top universities. Each of these member universities is well regarded in a number of different areas and Cambridge students are currently enrolled at or have graduated from these universities.

We believe that it is essential to make sure that students holding Cambridge qualifications don't just get into universities in Australia, but also that they are well prepared to succeed in their studies and are well equipped with the necessary academic skills. We offer over 50 subjects at Cambridge International AS & A Level, so students can pick the subjects they love and the subjects they want to specialise in.

Did you know?

- Australia has the third highest number of international students in the world, behind only the United Kingdom and the United States, despite having a population of only 23 million.
- Currently, there are more than 500 000 international students studying in Australia across different education sectors, with more than 80 per cent of them coming from Asia.



Please note: All information is correct at March 2018. For the latest information and statements on Australian universities accepting Cambridge qualifications, search our database at www.cambridgeinternational.org/recognitionsearch

“ We are delighted to welcome Cambridge International A Level students to our campus. We have many students who enter Macquarie University following their A Level study and they are typically confident, well prepared and adjust well to university life. ”

Ms Nicole Brigg, Pro Vice-Chancellor (International), Macquarie University

Why choose Australia?

There are many reasons to apply to study at undergraduate level in Australia. Australia is home to some of the world's leading universities and they welcome applications from international students.

Universities in Australia are extremely keen on internationalisation, and welcome large numbers of international students each year.

Twenty-two Australian universities were ranked among the top 400 universities worldwide in the 2015/2016 Times Higher Education World University Rankings. All of them accept students with Cambridge International A Levels.

Australian universities offer a high level of support to international students, including foundation years and pathways and help with English language and academic studies.

According to the QS Best Student Cities 2018 poll, Australia has four of the 30 best cities in the world for students, based on student mix, affordability, quality of life, and employer activity - all important factors for students when choosing a study destination.

Australia has an international reputation as one of the best places in the world to live. It is a unique and diverse country in every way - in culture, population, climate, geography, and history. Over the years, cities such as Adelaide, Melbourne, Perth and Sydney have repeatedly been voted as the world's most liveable cities. These cities are also top of the list of tourist destinations.



Facts and figures

- There are 43 universities in Australia (40 Australian universities, two international universities, and one private speciality university). Higher education courses are also offered by many other institutions.
- In Australia it is quite common for students to enrol in a double or combined bachelor degree programme, which leads to the awarding of two bachelor degrees. This is most common in the fields of the arts, commerce, law and science.
- English is the official language of Australia and the main language of instruction in the education system. Many schools offer bilingual programmes or programmes in other languages.

Did you know?

Of Australia's 23 million population, almost half (47%) of all Australians were either born overseas or have one parent born overseas. More than 260 languages are spoken in Australian homes: in addition to English, the most common are Mandarin, Italian, Arabic, Cantonese and Greek.





Adelaide University

Did you know?

There are 17 UNESCO World Heritage sites in Australia – more than any other country – including the Great Barrier Reef, Kakadu National Park, Lord Howe Island Group, Tasmanian Wilderness, Fraser Island and the Sydney Opera House.

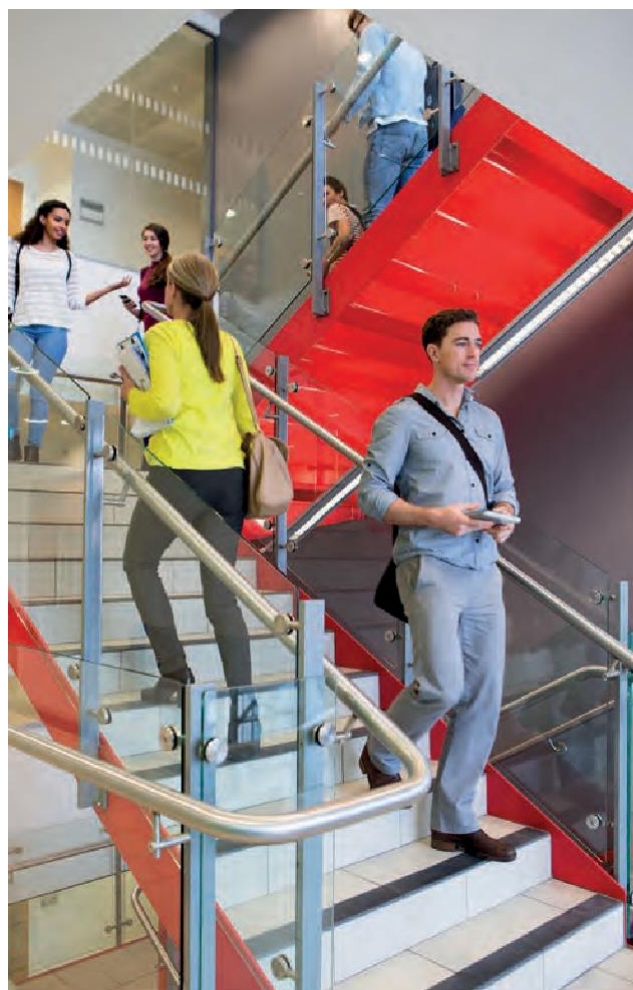


Tip

You can search for institutions which have given their formal acceptance of Cambridge qualifications on our website at cambridgeinternational.org/recognitionsearch

- The academic year usually starts in February/March but varies depending on the type of study you are undertaking. Many institutions also offer a mid-year, or second semester start. Start dates and the number of semesters vary by course and institution, so please check each institution's website for details.
- Australian institutions offer a wide range of courses. There are more than 20 000 courses available in over 1200 institutions - from science to management and commerce, humanities to engineering, and law to health sciences. Australian institutions rank among the world's best by discipline, particularly in engineering and technology, medicine, environmental science, and accounting and finance.
- The costs of studying in Australia depend on the institution and the level of study chosen. For international students, the tuition fees are payable before you study. There may be additional costs for the chosen course, including course materials and access to institution facilities.
- Typical course costs for different types of qualifications are:
 - English language studies - Around AUD 300 per week depending on course length
 - Undergraduate bachelor degree - AUD 15,000 to AUD 33,000 per year*.

* Note: This does not include high-value courses such as veterinary and medical. Please visit the institution websites to see costs for these courses.



The information on this page is extracted from www.studyinaustralia.gov.au

Student success stories

A passport to study in Australia

Gideon Richard Budiono

Course: Bachelor of Medicine

School: IPH School,
Indonesia

University: University of New South Wales



"One of the most tangible benefits I gained from Cambridge International A Levels was familiarity with the scientific content in the first classes I attended at university. I was able to not only revise the content I studied at Cambridge International A Level but also to think and analyse more deeply on each topic.

Cambridge International A Levels laid a solid foundation for my knowledge of chemistry and biology, providing a smooth transition from high school to university. Cambridge programmes also instilled in me a passion for learning and the application of knowledge. These skills and values are essential for any university student, regardless of particular interest, in order to use their discoveries and knowledge for the advancement and welfare of society."

Ooi Wenn Lynn

Course: Bachelor of Biomedical Science

School: Taylor's College, Malaysia

University: University of Melbourne



"I was a little apprehensive when I first enrolled for the Cambridge International A Level programme

because I was told that it was very challenging. But looking back, I'm thankful for my decision as it provided me with a solid background in preparation for my university studies. Here, lecturers often build upon knowledge that students are expected to have learnt previously. Having done Cambridge International A Levels, I found the transition from college to university easier than other students."

Taalib Haniff

Course: Mechanical Engineering

School: Wycherley International
School, Sri Lanka

University: University of
Melbourne



"The Cambridge International A Level curriculum has sparked my curiosity and offered me a comprehensive coverage in the breadth and depth of my subjects, especially in physics.

The curriculum provided me with a detailed understanding of my subjects and thus helped me to develop my knowledge at my university with ease. Taking Cambridge International A Level Physics meant that I would have to perform practicals regularly and also improve my laboratory skills. This proved essential in my university course as it enabled me to think critically and apply my knowledge to solve problems. The curriculum has aided me immensely to undertake a Mechanical Engineering course at the esteemed University of Melbourne."

Quynh Anh Mai

Course: Bachelor of Commerce

School: The ABC International School, Vietnam

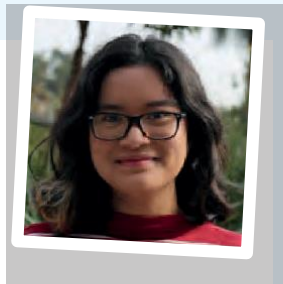
University: University of Sydney

"Having completed my Cambridge International A Level qualifications, I was able to gain a direct entry into the University of Sydney, rather than having to take the Foundation pathway like many students from Vietnamese high schools. Moreover, I feel that I have also gained a competitive advantage compared to other international students. I was familiar with the terminologies, particularly the technical concepts in Business Studies, which fast-tracked my learning in the university environment. This is evidenced by the fact I was placed second in a unit of study called Management Accounting A and third in a Marketing Research unit."



Rebeca Indira

Course: Bachelor of Applied Science (Psychology)
School: SMAK Penabur 8, Indonesia
University: Deakin University



“Taking Cambridge International A Level lessened my initial stress of going to a foreign university because many of its attributes already helped shape me to fit better with Australia’s education system. Not only did it expose me to a higher level of English language in both reading and writing, it also encouraged me to be more independent with my studying method. This worked to my advantage as I found that Deakin University gives students more autonomy on how they’d like to tackle study materials.”

Zhang Xifan

Course: Bachelor of Education in Early Years and Primary Education
School: Guangdong Guangya School, China
University: Monash University



“The Cambridge International A Level curriculum provided me with opportunities to fully immerse in an English-centred study world. My specialisation in Early Education requires me to develop outstanding English language and academic skills.

The dynamic and helpful English course at Cambridge IGCSE prepared me for my future academic life at university. The curriculum gave me a detailed and comprehensive understanding of my Cambridge International A Level subjects which included chemistry, physics, mathematics and biology. It provided the foundations for understanding the holistic strategies to promote children’s literacy and numeracy, science, health and physical education. The curriculum provided an excellent preparation for my future as an outstanding student in Monash University.”

Suit Yin Thing

Course: Bachelor of Pharmacy (Hons)
School: Sunway College, Malaysia
University: University of Queensland



“I am very grateful to have undertaken the Cambridge International A Level before pursuing my degree at the University of Queensland. The knowledge I have gained during A Level not only helped me to cope with the university syllabus, but also was critical in rationalising my logical thinking. For example, A Level Biology required me to think reasonably with supporting evidence, integrating knowledge gained from books with real-life situations.

The practical experience in A Level helped build my confidence and my ability to accomplish a task with little supervision. As a Pharmacy student, this is particularly vital because we need to present our knowledge in a professional yet simple way for patients to understand. Overall, the depth of the A Level syllabus provided a strong foundation for my UQ degree, especially in the freshman year. Studying Pharmacy at UQ is fantastic yet challenging. I believe this four-year programme can transform me into an empathetic health care professional who focuses on patient-centred care.”

Leon Lazarou

Course: Bachelor of Business (Management)
School: The Heritage Private School, Cyprus
University: RMIT University



“Being introduced to the Cambridge curriculum from a young age at The Heritage Private School in Cyprus has contributed to the necessary skills I have developed today.

Taking computing, mathematics and physics at Cambridge International A Level unlocked the independence and open mind required to study in Australia. The two-year qualification provided me with a significant advantage when it came to my university course in that it eased the psychological changeover into university life and the higher standard of work. This has aided me tremendously in undertaking my Management and Marketing course at RMIT University.”

What you need to know

There is every chance Australia has a course suited to your specific study interest. Before selecting a course, there are a number of things to check first, such as the courses available and fields of study.

What courses can I study?

There are thousands of excellent courses offered by Australian universities and colleges which lead to qualifications that are respected by employers and academics worldwide. At undergraduate level, most students study for a bachelor's degree. Shorter courses are also available including foundation degrees and diploma courses. A full-time bachelor's or undergraduate degree normally takes three years to complete (four in some cases, such as language courses that require a year of study abroad or business courses that require work experience).

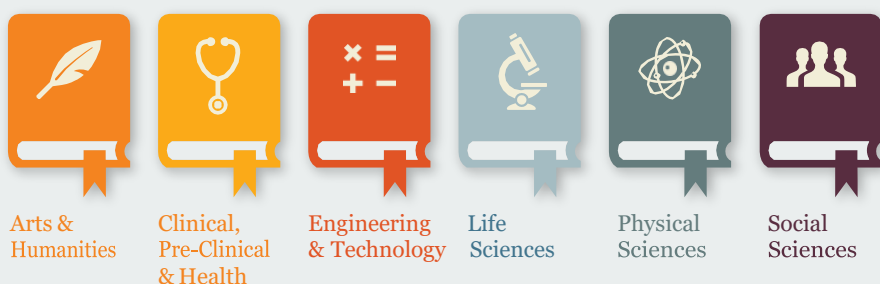
If you have an interest in a specific study area, there is every chance an Australian institution can meet your needs. At least three Australian universities are ranked in the top 50 worldwide across the study areas of Arts and Humanities, Engineering & Technology, Natural Sciences, Life Sciences and Medicine, and Social Sciences and Management (according to QS World University Rankings).

Fields of study

Courses in Australia are categorised by 'Fields of education', also called 'Fields of study'. It is a classification system used by Australian institutions to describe courses, specialisations and units of study. The 12 fields are:

1. Natural and Physical Sciences
2. Information Technology
3. Engineering and Related Technologies
4. Architecture and Building
5. Agriculture, Environmental and Related Studies
6. Health
7. Education
8. Management and Commerce
9. Society and Culture
10. Creative Arts
11. Food, Hospitality and Personal Services
12. Mixed Field Programmes

Australian universities feature in the **top 50** ranked universities in the world in the following study areas:



The information on this page is extracted from www.studyinaustralia.gov.au

Source: www.studyinaustralia.gov.au

“Cambridge International A Levels have a very well-deserved reputation. They are qualifications which allow us to be confident that the students will be well prepared for higher education.”

Professor Nick Shaw, School of Pharmacy, University of Queensland

What qualifications do I need to get a place on a course at an Australian university?

Entry requirements

For academic courses at established universities, typical Australian university entrance requirements are three A Level passes at minimum grade C or above, although some courses may have lower entry requirements. Two AS Level subjects can be counted in place of one A Level subject for some universities, including Monash University and Queensland University of Technology. Competitive courses require three A Levels with good grades (ABB or above).

Each higher education course has its own entry requirements. You'll have to achieve certain exam grades and you may need qualifications in particular subjects to ensure that you have the right skills and knowledge to successfully complete the course. Universities list the entry requirements for each of their courses on their websites alongside other requirements, such as an admissions test or an interview. Check the entry requirements for each of your selected courses carefully since these vary from university to university, even for the same course of study.

Applying with Cambridge International AS & A Levels

You need to make sure that your choice of Cambridge International AS & A Level subjects is suitable for your intended degree course, especially if you have a specific career path in mind such as medicine, engineering or law, which may have specific subject requirements. For medicine, for example, two science subjects or one science and a maths subject are often expected. A number of courses have subject-specific requirements so bear this in mind when selecting your university course. Check the entry requirements carefully for your chosen course on the university's website before submitting your application.

Do I need to sit an admissions test?

You may be asked to take an admissions test, particularly for medicine or law, and/or attend an interview or audition (for performing arts) as part of the admissions process. Admissions tests often assess particular abilities, such as thinking skills and logical reasoning. Most admissions tests happen at the start of the academic cycle. The standard academic year in Australia starts in February or March and runs until December so, if you do need to sit such a test, make sure you register on time. You may need to take the

test before sending in your application. If you are invited to attend an interview, the university will let you know about the arrangements.

English language

The English language requirements vary between Australian universities, and according to the course you want to study. For entry into law and medicine, for example, the English language requirements are generally higher than for other courses. The IELTS test is the most common way of demonstrating your English language ability. Many universities require you to obtain a minimum score in each band of IELTS (Reading, Writing, Listening, Speaking) in a single sitting. *Cambridge English Certificate in Advanced English* (CAE) is also widely accepted by universities.

Student visa

In addition, you will need to meet the Australian government's English language requirements. To apply for a student visa, you must be accepted to study full time at an educational institution in Australia. For the purpose of visa application, an IELTS average score of 5.5 is required. A Cambridge English: Advanced score of 162 is deemed as equivalent to the required IELTS score.

You should carefully check student visa information on both the Department of Immigration and Border Protection (www.border.gov.au) and the institution websites for English language requirements.

Australian National University - Canberra



How do I apply to study at an Australian university?

Choosing a university programme is a very important decision. You will need to think about the type of university you are most interested in, the courses offered, the location of the university, the choice of activities on offer, and the costs.

The application process

Step 1: Choosing courses

- Identify Australia as your preferred destination
- Decide on a course and institution
- Check entry requirements for the course and visa requirements

Step 2: Applying

- Make your application¹
- Receive your offer letter
- Receive Confirmation of Enrolment

Step 3: Starting your course

- Apply for your visa (www.border.gov.au)
- Plan your travel

¹ Cambridge students from Australia and New Zealand may apply through the Tertiary Admissions Centre (TAC) of the chosen university, e.g. those who wish to study at the University of Melbourne may apply through the Victoria Tertiary Admissions Centre (VTAC).



Recognition of Cambridge qualifications

Universities across Australia welcome applications from Cambridge students. Cambridge International A Levels are widely accepted for direct entry to undergraduate degree courses. A growing number of universities now also accept Cambridge Pre-U, an alternative to A Level taken in UK schools.

Here are some examples of entry requirements for Australian universities:

University of Melbourne: Minimum of three A Levels at grades BBC are required for application. Requirements differ and some courses require significantly higher grades. Admission is guaranteed to students who achieve certain grades. Cambridge Pre-U is recognised for direct entry. The University of Melbourne will also accept a combination of Cambridge Pre-U and A Levels to meet the entry requirements.

University of Queensland: The University of Queensland welcomes applications from students holding Cambridge International A Levels or the Cambridge AICE Diploma. Grades from the best

three (or two) A Level subjects or a combination of A and/or AS Level subjects equivalent to three (or two) A Level subjects will be converted into an aggregate score as follows: A*=5, A=5, B=4, C=3, D=2, E=1.

Australian National University (ANU):

ANU welcomes applications from students holding Cambridge International A Levels. Points will be calculated as follows: A*/A=5, B=4, C=3 etc. A minimum of 12 points is required in the best three subjects, all of which must have been taken in one year.

Tertiary Admissions Centres

A Tertiary Admissions Centre is a state-based organisation that administers application processes for places in tertiary courses in higher education institutions and universities in the different states in Australia, excluding Tasmania and Northern Territory. This service is only available to Australian and New Zealand citizens as well as Australian Permanent Residents.

For example, the University Admissions Centre (UAC), which works with universities in New South Wales and the Australian Capital Territory, recognises both Cambridge International A Levels and Cambridge Pre-U. All UAC participating institutions consider A Levels (or comparable qualifications) equivalent to an Australian Year 12 qualification.

Recognition database

Our recognition database shows all the institutions worldwide that have given formal written acceptance of Cambridge qualifications. It is regularly updated with new recognition statements, allowing students to see where their Cambridge qualifications are accepted.

For the latest information, or to search for your chosen institution, go to www.cambridgeinternational.org/recognitionsearch

Example of a search in our recognition database.

Search Results

Your results are displayed below. Where recognition data has been provided by organisations, it can be sorted by organisation name, type or location. To do this, click the corresponding list header. The results displayed represent only written statements or recognition received but these qualifications are also accepted by many other organisations which have not provided us with a statement.

If you would like to see information about your organisation included in our Recognition Search results, please [contact your organisation details](#).

You searched on:

Organisation Type: Universities and colleges
Country: Australia
State: SA
Qualification Group: Cambridge International AS & A Level and Cambridge AICE Diploma

Recognitions that match your search criteria:

Cambridge International AS & A Level and Cambridge AICE Diploma 5 results

Organisation Name	Type	Location	Recognition Details
Flinders University	Universities and colleges	Australia - South Australia	A Levels are accepted for admission. Please contact the University for further details. Details
South Australian Tertiary Admissions Centre (SATAC)	Universities and colleges	Australia - South Australia	For students completing GCE A Levels, SATAC will convert the aggregate of your grades from the best 3 A Level subjects to an equivalent ATAR. The subject General Studies (or its equivalent) cannot be counted. SATAC's participating institutions are: TAFE SA, Charles Darwin University, Flinders University of South Australia, Flinders Adelaide, The University of Adelaide, The University of South Australia. Details
TAFE SA	Universities and colleges	Australia - South Australia	Students holding at least two Cambridge International A Levels are eligible to apply for admission. Some courses may also have additional entry criteria, such as a portfolio or audition for Arts courses, or an aptitude of skills test for Health courses. Students must also meet the English language requirements for their chosen course. Please visit our website for further details. Details
University of Adelaide	Universities and colleges	Australia - South Australia	A Levels are accepted for admission for undergraduate program entry. Please contact the university for further details. Details
University of South Australia	Universities and colleges	Australia - South Australia	The University of South Australia is pleased to consider applications from students holding Cambridge International A Levels or the Cambridge AICE diploma. Students must have completed at least three A Levels in academic.

Australian universities that accept Cambridge International A Levels

All universities under the Universities Australia umbrella, as well as other Australian tertiary institutions, recognise our qualifications – including those from the Group of Eight coalition of top universities.

Australian Capital Territory

- Australian National University
www.anu.edu.au/study/information-for/international-students
- University of Canberra
www.canberra.edu.au/international

New South Wales

- Australian Catholic University
www.acu.edu.au/international
- Blue Mountains International Hotel Management School
www.bluemountains.edu.au
- Charles Sturt University
www.csu.edu.au/international
- Macquarie University
www.mq.edu.au/international.php
- Southern Cross University
www.scu.edu.au/international
- SP Jain School of Global Management, Sydney
www.spjain.org
- University of New England
www.une.edu.au/study/international
- University of New South Wales
www.international.unsw.edu.au
- University of Newcastle
www.newcastle.edu.au/international
- University of Sydney
www.sydney.edu.au/future-students
- University of Technology, Sydney
www.uts.edu.au/future-students/international
- University of Wollongong
www.uow.edu.au/future/international/index.html
- Western Sydney University
www.uws.edu.au/international



Northern Territory

- Charles Darwin University
www.cdu.edu.au/international

Queensland

- Bond University
<https://bond.edu.au/future-students/bond-international>
- CQ University
www.cqu.edu.au/international-students
- Griffith University
www.griffith.edu.au/international
- James Cook University
www.jcu.edu.au/international
- Queensland University of Technology
www.qut.edu.au/international
- University of Queensland
www.uq.edu.au/international
- University of Southern Queensland
www.usq.edu.au/study/international

South Australia

- Flinders University
www.flinders.edu.au/international-students
- University of Adelaide
www.international.adelaide.edu.au
- University of South Australia
www.unisa.edu.au/study-at-unisa/international-students

Victoria

- Deakin University
<http://www.deakin.edu.au/international-students>
- Federation University of Australia
www.federation.edu.au/international
- La Trobe University
www.latrobe.edu.au/international
- Monash University
www.monash.edu/study/international
- RMIT University
www.rmit.edu.au/study-with-us/international-students
- Swinburne University of Technology
www.swinburne.edu.au/study/international
- University of Melbourne
www.futurestudents.unimelb.edu.au/info/international
- Victoria University
www.vu.edu.au/study-with-us/international-students

Tasmania

- University of Tasmania
www.utas.edu.au/international

Western Australia

- Curtin University
www.international.curtin.edu.au
- Edith Cowan University
www.ecu.edu.au/degrees/international
- Murdoch University
www.murdoch.edu.au/Future-students/International-students
- University of Notre Dame Australia
www.nd.edu.au/nav-future-students/international-students
- University of Western Australia
www.international.uwa.edu.au



“Whatever goals students may be pursuing, we are here to help. We have welcomed a number of students to The University of Western Australia community after they have successfully completed their Cambridge International A Levels. They have settled into campus life well and are achieving very good results.”

Zoe Morrison, Associate Director, Admissions, University of Western Australia

Australian universities that accept Cambridge International A Levels continued

Recognition of Cambridge qualifications in Australia



● Universities that recognise Cambridge International A Levels.

You may find the following sources of information useful

1. General information for international students planning to study in Australia is at www.studyinaustralia.gov.au
2. The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is the official Australian government website that lists all Australian education providers that offer courses to people studying in Australia on student visas. Go to www.cricos.deewr.gov.au
3. Information related to student visa and English language requirements is at www.border.gov.au
4. Information on the Australian Group of Eight universities is at www.go8.edu.au
5. The OECD website gives information about Australia's education system. Go to www.oecd.org/australia
6. Information on the ranking of Australia's universities and the university landscape in general is at www.timeshighereducation.com/world-university-rankings

Notes

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About us

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

A pathway to university success with Cambridge International

Cambridge International AS & A Levels are recognised as a passport to success in education, university and employment. They are valued by Canadian universities as academically rigorous qualifications that equip students with the skills they need to succeed, both at university and beyond.

Our qualifications are recognised by over 50 Canadian universities, including some of the country's most prestigious, globally top-ranking institutions.

Students who have earned Cambridge qualifications are not just equipped to get into universities in Canada - they are also well prepared with the necessary academic skills to succeed in their studies. We offer over 55 subjects at Cambridge International AS & A Level, so they can choose the subjects they enjoy and want to specialise in.

Did you know?

- In 2015, there were 353000 international students in Canada - 1 per cent of the entire population.
- Around 30 per cent of the international student population comes from China, followed by students from India, South Korea, France and Saudi Arabia.



Please note: All information is correct at June 2018.

“ McGill has a highly selective admission process that focuses on the academic merit (grades) of applicants. The University attracts bright, accomplished students from around the world and many present Cambridge International A Levels as their basis of admission. When reviewing an application from a Cambridge International A Level candidate, our admissions officers can be confident about the accuracy and security of the information provided. Cambridge International A Level subjects are consistently assessed favourably for equivalency by our Faculty subject experts. Finally, and most importantly, admitted Cambridge International A Level students perform well at McGill. ”

Kim Bartlett, Director of Admissions, McGill University

Why choose Canada?

There are many reasons to consider studying at undergraduate level in Canada. Canada is home to some of the world's leading universities and welcomes applications from students around the world.

Canadian universities are renowned for their world-class facilities, vibrant student communities and innovative research programmes. Canada's institutions value high academic standards and rigorous quality control. This means that you can gain a quality education, with long-term career benefits. A Canadian degree, diploma or certificate is globally recognised as equivalent to those obtained in the United States or from Commonwealth countries.

While living standards and education quality are among the highest in the world, the costs of attending university in Canada are generally lower than in the US or UK.

Canada is a proudly multicultural society, with Toronto, Montreal and Vancouver home to large immigrant communities. This makes it much easier for international students to find familiar foods or cultural activities, while enjoying all that is unique to Canada.

The United Nations consistently ranks Canada as one of the best places in the world to live. International students enjoy the same freedoms as local Canadians - including respect for human rights, equality, and a stable and peaceful society.



Key facts

- Canada is the world's second largest country, behind Russia.
- Canada is a bilingual country. Academic programmes are offered in English or French, so you can improve your language skills while you study.
- According to the OECD (Organisation for Economic Co-operation and Development), Canada tops the national rankings of spending per student on public post-secondary education.
- More than one-third of Canada's research is undertaken by its universities - one of the highest rates of academic research among OECD and G8 countries.
- International students are able to apply for a range of work permits while studying in Canada. This work experience gained while studying can help you make valuable contacts in the business world and count towards a residency application after graduation.



Studying in Canada - What you need to know

Canada has over 90 universities and 135 additional colleges. There are also a number of non-university-level institutions focusing on vocational training.

There is no federal Canadian Ministry of Education - instead, each institution is the responsibility of the province or territory it is located in. Canadian higher education operates a trimester calendar system, with admissions accepted in September, January and May.

Colleges

There are over 8000 college programmes, offered by around 135 institutions. College courses are closely aligned to the needs of business and industry, covering a wide range of technical and professional fields. College programmes lead to a variety of recognised credentials such as certificates, diplomas or academic or applied degrees. Programmes vary in length from a few months to four years, and 90 per cent of college graduates (on average) find employment within six months of graduation. Fees can range from CAD 5500 to CAD 15 000 per year, depending on the programme.

Universities

Canada has 96 public and private universities and university degree-level colleges, ranging from small liberal arts teaching schools to larger, research-intensive universities. Together, Canada's universities offer over 15000 undergraduate and graduate degree programmes, with pathways from undergraduate to PhD. Professional designations, certificate and diploma courses, and short career-focused programmes are also offered.

Three levels of degree are offered: bachelor's degree, generally three or four years of undergraduate study; master's degree, one or two years of study post-bachelor's degree; and doctoral degree, a further three years of study, usually after a master's degree. Tuition fees range from CAD 7000 to CAD 29 000 depending on the programme, but there are opportunities for cooperative education and internships. International students often work while they study.

For up-to-date information on Canadian colleges and universities accepting Cambridge qualifications, search our recognitions database at www.cambridgeinternational.org/programmes-and-qualifications/recognition-and-acceptance. Check with your preferred institution for information on programme fees.

“The prestige of Cambridge International A Levels meant that I was regarded as a student who had undergone rigorous academic training, which enabled me to be accepted into the University's prestigious Mathematics Faculty. The mathematical content in my A Level courses gave me a strong foundation for university study. I also learned how to express ideas clearly and succinctly and improved my written communication skills. I was glad to be challenged by the academic rigour of the Cambridge programme, which changed my perspective on study. Instead of just aiming to ace the exam, I also seized the opportunity to learn the material and gain insights into solving some of the problems in our daily lives. ”

Anzo Teh Zhao Yang, University of Waterloo

What are the entry requirements for Canadian universities?

Academic requirements

College

For college entry, students are typically asked for at least five Cambridge IGCSE or O Level qualifications or a combination of Cambridge International AS & A Levels and Cambridge IGCSEs (specific requirements are detailed on individual college websites). Some colleges will accept students with IGCSEs or O Levels only. A combination of IGCSEs, O Levels, AS and/or A Levels is better proof of eligibility.

University

Students with at least four AS Levels and/or at least two A Levels are eligible to apply to a Canadian university, but every course will have specific entry requirements. The more competitive programmes (such as the sciences or business) may have additional minimum requirements. Successful university applicants will usually receive a 'conditional offer of admission', specifying the conditions they have to meet in order to confirm their place. This usually requires maintaining a specified academic grade average and successfully completing and graduating from secondary school.

Language requirements

All Canadian universities will ask for evidence of language proficiency in either English or French.

Additional requirements for international students

International students may be asked to meet some additional entry requirements - get in touch with your preferred institution for details.

Additional standing and transfer credit

Cambridge International AS & A Level students may be eligible for advanced standing credit, which can reduce a degree course from four to three years. Advanced placement (and in many cases also advanced credit) may be given for secondary school subjects where high levels of academic achievement have been recorded, and all coursework and exams completed before joining a degree course. Be sure to check the policy of your preferred institution for details.



How do I apply to study at a Canadian university?

Choosing a university programme is a very important decision. You will need to think about the type of university you are most interested in, the courses offered, the location of the university, the choice of activities on offer and the costs.

In Canada, the application process varies by institution and by province. If you are applying to a university in British Columbia or Ontario, you can use the common electronic application portal for the province.

In all other provinces, applications are made through individual university admissions offices. Check with your preferred institution for details.

Application deadlines will also vary, but they are typically in January or February. Many universities use a 'rolling admissions' policy where a decision is made within weeks of the application being received.

There will be an application fee (mostly non-refundable) and you will need to provide a range of supporting information including:

- evidence of your high school qualifications, grades and any additional external examinations taken
- details about your extracurricular activities and community involvement
- a personal reference
- an essay of intent
- a portfolio
- a criminal record check.

This is not a complete list. Do check with your preferred institution about the particular requirements for the programme you are interested in.

The application process

Step 1: Choosing courses - 10-12 months before courses start

- Identify Canada as your preferred destination
- Decide on a study programme and institution
- Check entry requirements for the course and submission deadlines

Step 2: Applying

- Make your application - make sure you understand the process for your preferred institution
- Check your eligibility for advanced standing and transfer credit related to your Cambridge qualifications
- Receive conditional offer of admission

Step 3: Starting your course

- Use your conditional offer of admission to start the application process for a study permit (international students must have a valid study permit to enrol on study courses that are longer than four months)
- Plan your travel

Good luck!

Student success stories

A passport to study in Canada

Samved Dhar

Course: Business
Economics School:
Alliance World School, India

University: University of Saskatchewan, Canada

Samved gained Cambridge International A Levels in Mathematics, English, Economics, and Business Studies, as well as six Cambridge IGCSEs.

“As my first and second year course choices related to my A Level subjects, my prior subject knowledge gave me confidence and allowed me to settle easily into classes. My Cambridge qualifications also allowed me to take second year courses in my first semester. Considering the cost of tuition, this is a big advantage as I will be able to complete my degree in less time. I received 21 credits for my four A Level qualifications. I need 120 credits to graduate, so the 21 credits are worth more than one semester of study.”



Ishan Saxena

Course: Computer Science
School: Alliance World School, India
University: University of Saskatchewan, Canada

Ishan studied Cambridge International A Levels in Physics, Mathematics, and ICT, and AS Level English.

“The University of Saskatchewan awarded me 12 credits for my Cambridge International A Levels, out of the 30 credits that I needed in the first year. As a Cambridge learner, I have always been used to application-based learning, so whenever I’m introduced to new concepts in my field, I want to apply them to real-world problems to better understand how things work. This is a fantastic approach to learning. Because I was fortunate enough to have been educated in a Cambridge school, this approach comes naturally to me now.”



Adeline Esses

Course: Finance
School: Da Vinci International School, Belgium
University:
Concordia University, Canada
Adeline took Cambridge International AS Level Art and A Level Mathematics, ICT and Business Studies.

“With my A Level Mathematics grade, I was exempt from some of the university’s compulsory mathematics courses, so could take economics courses right away. A Level Mathematics developed my problem-solving skills which have greatly helped me in my economics and statistics courses. At university, good time management is essential and can be hard in the beginning. Thanks to Cambridge International, I already knew how to manage my time effectively to stay on track with my studies.”



Chen Jiaxuan

Course: Computer Science
School: Shanghai Experimental Foreign Language School, China
University: University of Toronto, Canada
Chen studied Cambridge International AS & A Level Chemistry, Physics, and Mathematics, as well as five Cambridge IGCSEs.

“I chose the University of Toronto because of the beautiful scenery, great academic atmosphere and also because it is one of Canada’s top universities. My Cambridge IGCSE and GPA scores were very important in my application and helped me gain an offer and high grades in the Cambridge exams. My Physics and Chemistry qualifications gained me two extra credits, while Mathematics laid the foundation for my future computing study, helping me deal with data and numbers.”



**Wenya Deng**

Course:
Rotman Commerce programme
School: Shenzhen College of
International Education, China
University: University of
Toronto, Canada

Wenya took Cambridge International AS & A Levels in Mathematics, Chemistry, Economics, Geography, and English as a First Language.

“I’ve always believed I would be a businesswoman one day, so I chose the University of Toronto as its Rotman Commerce programme is ranked No 1 in Canada, and my straight A Cambridge International A Level results gave me the confidence to apply. Studying A Levels was a perfect introduction to university in an English-speaking country, especially for students like myself who have English as a second language. I was able to fit right in, without any gaps in my knowledge or understanding. The style of teaching and learning is similar and, more importantly, the challenging nature of Cambridge assessments trained me to think critically when solving problems.”

Nadine Mukondiwa

Course:
Management Information Systems
School:
Chisipite Senior School, Zimbabwe
University:
University of Alberta, Canada

Nadine took Cambridge International A Levels in Chemistry, Geography and Mathematics, and an AS Level in Global Perspectives.

“As a student in the Faculty of Business, I have to make many presentations. I know that Global Perspectives helped me develop my presentation and communication skills. Academically, Cambridge International helped me maintain a high standard in my coursework. The biggest challenge I’d found was managing my workload, but this has now helped me adjust very quickly to university life.”

**Xiaochuan Yu**

Course:
Political Studies and Philosophy
School:
Zhengzhou Foreign Language
School A Level Center, China

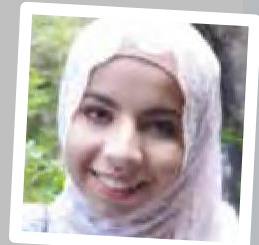
University: Queen’s University, Canada

Xiaochuan took Cambridge International AS & A Levels in Mathematics, Physics, Economics, and Chemistry.

“Studying Cambridge International AS & A Levels helped me to achieve academic excellence, and to gain the critical learning skills needed to succeed at university. I’m studying Philosophy and Political Studies, two of the most demanding arts majors for international students. With the writing and reading skills I gained from the Cambridge curriculum, I find it less challenging than others to understand the complicated treatises and philosophical course materials. I also appreciate my previous experience preparing for Cambridge examinations, which taught me how to manage my time and improve my efficiency.”

Sinamys Bagh

Course:
Physiology and Neuroscience
School: Kuwait English School,
Kuwait; Fieldstone King’s
College, Canada
University:
University of Toronto, Canada



Sinamys took Cambridge International AS Levels in Biology, Chemistry, Maths, and English, as well as eight Cambridge IGCSEs.

“In Kuwait, I had followed the Cambridge curriculum so when I moved to Canada I made sure I joined another Cambridge school. I really believe that Cambridge International provided me with a strong and rich foundation in preparation for university, and my four Cambridge International AS Levels were accepted when I applied for a place. Although it was a challenging journey, I highly recommend Cambridge qualifications to current students. If you like a challenge and are willing to put in the extra effort, it will all pay off in the end.”

Student success stories

A passport to study in Canada continued



Syed Hussain Raza

Course: Computer Science

School:

Beaconhouse School, Pakistan

University: University of Waterloo, Canada

Syed gained Cambridge International A Levels in Mathematics, Physics, Computer Science, and Economics.

“Cambridge International A Levels are considered to be advanced and are valued by Canadian universities. According to other students, Cambridge International A Level courses are difficult compared to Canadian high school courses. My good performance in my Cambridge courses helped me gain a place at the University of Waterloo. I have already covered some of the material in my first year at university in my Cambridge International A Level courses, so the transition will be easy. I have also been granted credits and exemptions from some of my university courses because of my Cambridge qualifications.”

Deep Patel

Course: Process Engineering and Chemistry

School:

Academic International Secondary School, Tanzania

University: Memorial University of Newfoundland, Canada

Deep took Cambridge International AS & A Levels in Physics, Chemistry, Biology, and Advanced Mathematics.

“My Cambridge International A Level results were recognised by all of the Canadian universities I applied to, making the process easy. My Cambridge qualifications also gained me 33 transfer credits before I even started my first class. Though it was dependent on my grades, it still kick-started my university career. Process Engineering is a mix of Chemical and Mechanical Engineering and it was definitely a very good career choice for me. Living in Newfoundland (known as ‘The Rock’) is also an adventure.”



Tom Stubbs

Course: Mechanical Engineering

School:

Peterhouse School, Zimbabwe

University: University of Saskatchewan, Canada

Tom gained nine Cambridge O Levels and Cambridge International AS & A Levels in English Language, Chemistry, Physics, and Mathematics.

“Having good grades in my Cambridge exams meant that all of the universities I contacted were quick to accept my application. Cambridge exams made me stand out from the thousands of other applicants - the courses teach you a great deal academically and give you an in-depth understanding of how you work best. The Cambridge courses are similar in structure to university courses, and I found that I had already dived deeper into the fundamentals than in many first-year courses. Cambridge study methods, exam techniques, assignments and laboratory-based science practicals set me up well for university.”



**Madhumita Varma**

Course:

BA in International Relations

University:

University of British Columbia

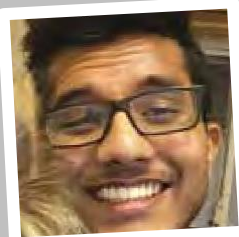
“When I started Cambridge A Levels, I did not imagine that it would play such an important role in taking me to where I am today. During my last year in school, I realised how much of an advantage the Cambridge curriculum gave me in terms of applying for university programmes across the world. I recently completed a four-year Bachelor’s degree in International Relations at the University of British Columbia (UBC) in Vancouver, Canada. The grades I received for the Cambridge A Level examinations were recognised by UBC and I was awarded credits, which meant that I could delve right into second year courses in my first year at UBC. More importantly, however, I am amazed by how well the material I learned in A levels stuck with me all these years. I had not taken any science courses in university, and yet, thanks to the education I received in school, I was able to have meaningful discussions with my friends in the faculty of science at UBC. This shows that the kind of education I received through my excellent teachers and through the Cambridge curriculum has helped me retain the information I learnt, and to use logic and reason to solve practical issues. In my opinion, this is what sets the Cambridge curriculum apart from other syllabi, for it is in putting learned theories to practice that the true value of education is discovered.”

Anoop Nair

Course: Chemical Engineering

University: Ryerson University, Toronto

“Taking Cambridge International A Levels has had a significant impact in my life, both inside and outside the classroom. The application based approach of the syllabus has moulded me to see the bigger picture of whatever I learn, which was how I ended up realising Chemical Engineering was what I wanted to pursue. The problem solving skills that I gained and sheer depth of the syllabus have made the transition to post-secondary education seamless. I forged great bonds with the school faculty members, who were extremely approachable and supportive of my aspirations for which I am always grateful. Learning in such a diverse environment has also sharpened my interpersonal and communicational skills. The Cambridge Syllabus has proved to be an instrumental role in laying a solid foundation and giving me the desire required to achieve my goals.”

**Angie Ruiz**

Student, ranked #1 in her Senior Class, South Broward High School
School: South Broward High School, Florida, USA

“Cambridge courses are as rigorous as other senior classes but the final exams focus on whether you have learned the material and can reason and make connections, not on memorisation. The curriculum is always up to international standards and presents information from a global perspective, given that the same material is taught all over the world. Cambridge classes therefore efficiently equip students for life outside high school. Not only do you learn more information and skills, you learn how to apply your learning and think in terms of a worldwide platform.”

Recognition of Cambridge qualifications

More than 50 universities across Canada welcome applications from Cambridge students.

Cambridge International A Levels are widely accepted for direct entry to undergraduate degree courses. A growing number of universities now also accept Cambridge Pre-U, an alternative to A Level taken in UK schools.

Here is a snapshot of some of the leading Canadian universities and how they consider Cambridge qualifications from applicants.

University of Toronto

Cambridge students must provide:

- a Cambridge Pre-U certificate in three Principal Subjects, or the Cambridge Pre-U Diploma (including three Principal Subjects, or a combination of A Levels and Principal Subjects), Global Perspectives and the Independent Research Report.
- prerequisites presented as AS or A Levels or Principal Subjects - some programmes may consider excellent Cambridge IGCSE or O Level results for fulfilling a prerequisite.

Students taking A Level exams in the academic year of application will be considered for a provisional offer of admission.



University of Toronto

McGill University

Minimum requirements are three Cambridge International A Levels with predicted and final grades of B B C or better, or two A Levels and two AS Levels with grades of B B C C or better, or B C B B or better.

Most programmes are competitive and require higher grades for Cambridge IGCSEs, Cambridge International AS & A Levels, CAPE and Cambridge Pre-U. Applicants presenting minimum requirements are not guaranteed admission. A maximum of 30 credits of advanced standing may be granted for final official results.

Students completing Upper Form VI will be considered on Cambridge IGCSEs, AS Levels and predicted A Levels. Students only completing Lower Form VI with AS Levels, with a minimum of five appropriate IGCSEs with clearly superior marks, can be considered for admission on an individual basis.

Students attending a school where all exams are taken at the end of the second year (and who do not sit for unit/module examinations and/or do not claim AS Level qualifications at the end of AL1) must tell McGill University. If completed, AS Level results must be submitted.

For students with Cambridge Pre-U Principal Subjects, the minimum grade is M3, with not more than one at M3.

University of British Columbia (UBC)

Students must provide standing in at least five academic subject areas, including English, with at least three UBC-approved academic Cambridge International A Levels (or six AS Levels). A subject may not be counted at both A Level and at IGCSE or O Level. A Level and AS Level courses that are not sufficiently academic in content (as determined by UBC) cannot be used. The admission average is calculated on at least two IGCSEs or O Levels and three A Levels or six AS Levels. Students may be eligible for first-year credit at UBC. Visit the university website for more details.

University of Alberta

Students may use a combination of AS or A Level and O Level courses to meet the five required admission subjects. A minimum of two (sometimes three) subjects must be at A or AS Level - remaining subjects may be at O Level. Some applicants may qualify for admission based on forecast results.



Concordia University

Two appropriate Cambridge International A Levels (Grade C or better), plus three appropriate IGCSEs, are accepted for entry. Two appropriate AS Levels may be accepted in lieu of an A Level, and Business School applicants must also have at least three O Levels with a B average. Certain programmes require additional material - visit the website for more information. Engineering and Computer Science applicants must have a minimum B grade in A Level Mathematics, Physics and Chemistry, plus superior grades in five appropriate IGCSEs. Students who have not completed Year 13/Upper Form VI need superior grades in a minimum of five appropriate IGCSEs plus one year of formal schooling beyond IGCSE.

University of Saskatchewan

Applicants must present five acceptable O Levels (including Mathematics and a first-language literature/composition course) and at least two acceptable A Levels. Students may apply for admission in the year they sit A Level exams if they submit at least five suitable O Level results and predicted A Level results. Students not taking A Levels may be considered for admission if they have completed four acceptable AS Level subjects.

For up-to-date details and a full list of Canadian colleges and universities accepting Cambridge qualifications, search our recognitions database at www.cambridgeinternational.org/programmes-and-qualifications/recognition-and-acceptance

“Cambridge International helps us to go to university and to be accepted because we have more knowledge.”

Zongyan Yao, student at Fieldstone King's College School, Toronto, Ontario

Canadian universities that accept Cambridge qualifications



Additional sources of information

For further information for universities, schools and students, visit the Cambridge Assessment International Education Recognition web pages: www.cambridgeinternational.org/programmes-and-qualifications/recognition-and-acceptance

For further information about studying in Canada and choosing a school, college or university, visit the Government of Canada website:

www.canada.ca/en/immigration-refugees-citizenship/services/study-canada/study-permit/prepare/choose-school-college-university.html

For further information about applying to study at a Canadian university, visit www.universitystudy.ca

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