

SYLLABUS

**Cambridge International Level 3
Pre-U Certificate in
Mathematics (Statistics with Pure Mathematics) Short Course**

1347

For examination in 2016, 2017 and 2018

QN: 600/0774/6

Support

Cambridge provides a wide range of support for Pre-U syllabuses, which includes recommended resource lists, Teacher Guides and Example Candidate Response booklets. Teachers can access these support materials at Teacher Support <http://teachers.cie.org.uk>

Changes to syllabus for 2016, 2017 and 2018

This syllabus has been updated, but there are no significant changes.

You are advised to read the whole syllabus carefully before planning your teaching programme.

If there are any further changes to this syllabus, Cambridge will write to Centres to inform them. This syllabus is also on the Cambridge website www.cie.org.uk/cambridgepreu. The version of the syllabus on the website should always be considered as the definitive version.

Copies of Cambridge Pre-U syllabuses can be downloaded from our website
www.cie.org.uk/cambridgepreu

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Introduction

Why choose Cambridge Pre-U?

Cambridge Pre-U is designed to equip learners with the skills required to make a success of their studies at university. Schools can choose from a wide range of subjects.

Cambridge Pre-U is built on a core set of educational aims to prepare learners for university admission, and also for success in higher education and beyond:

- to support independent and self-directed learning
- to encourage learners to think laterally, critically and creatively, and to acquire good problem-solving skills
- to promote comprehensive understanding of the subject through depth and rigour.

Cambridge Pre-U Short Course subjects are normally assessed at the end of a one-year programme of study in one examination series.

The Cambridge Pre-U nine-point grade set recognises the full range of learner ability.

Guided learning hours

Cambridge Pre-U syllabuses are designed on the assumption that learners have around 180 guided learning hours per Short Course subject over the duration of the course, but this is for guidance only. The number of hours may vary according to curricular practice and the learners' prior experience of the subject.

Why choose Cambridge Pre-U Mathematics?

- Cambridge Pre-U Mathematics is designed to encourage teaching and learning which enable learners to develop a positive attitude towards the subject by developing an understanding of mathematics and mathematical processes in a way that promotes confidence and enjoyment.
- Throughout this course learners are expected to develop two parallel strands of mathematics, pure mathematics and statistics.
- The study of mathematics encourages the development of logical thought and problem-solving skills.
- Cambridge Pre-U Mathematics involves the acquisition of skills that can be applied in a wide range of contexts.

Prior learning

Cambridge Pre-U builds on the knowledge, understanding and skills typically gained by candidates taking Level 1/Level 2 qualifications such as Cambridge IGCSE.

Progression

Cambridge Pre-U is considered to be an excellent preparation for university, employment and life. It helps to develop the in-depth subject knowledge and understanding which are so important to universities and employers. While it is a satisfying subject in its own right, mathematics is also a prerequisite for further study in an increasing range of subjects. For this reason, candidates following this course will be expected to apply their mathematical knowledge in context and will also be presented with less familiar scenarios.

Syllabus aims

The aims of the syllabus, listed below, are the same for all candidates, and are to:

- enable learners to develop a range of mathematical skills and techniques, appreciating their applications in a wide range of contexts, and to apply these techniques to problem-solving in familiar and less familiar contexts
- enable learners to recognise how a situation may be represented mathematically
- encourage learners to use mathematics as an effective means of communication, through the use of correct mathematical language and notation to support other subjects.

Scheme of assessment

For the Cambridge Pre-U Short Course qualification in Mathematics, candidates take two components.

| Component | Component name | Duration | Weighting (%) | Type of assessment |
|----------------|------------------|-------------------|---------------|--|
| Paper 1 | Pure Mathematics | 1 hour 45 mins | 45 | Written paper, externally set and marked, 65 marks |
| Paper 2 | Statistics | 2 hours | 55 | Written paper, externally set and marked, 80 marks |

Availability

This syllabus is examined in the June examination series.

This syllabus is available to private candidates.

Combining this with other syllabuses

Candidates can combine this syllabus in a series with any other Cambridge syllabus, except syllabuses with the same title at the same level.

Assessment objectives

| | |
|------------|---|
| AO1 | Manipulate mathematical expressions accurately; round answers to an appropriate degree of accuracy and understand the limitations of solutions obtained using calculators. |
| AO2 | Recall, select and apply knowledge of mathematical facts, concepts and techniques in a variety of contexts. |
| AO3 | Understand how mathematics can be used to model situations in the real world and solve problems in relation to both standard models and less familiar contexts, interpreting the results. |

Relationship between scheme of assessment and assessment objectives

The approximate weightings allocated to each of the assessment objectives are summarised below. The table shows the assessment objectives (AO) as a percentage of each component and as a percentage of the overall Cambridge Pre-U Mathematics Short Course qualification.

| Component | AO1 | AO2 | AO3 | Weighting of paper in overall qualification |
|--|------------|------------|------------|---|
| Paper 1 | 40% ± 3 | 41% ± 3 | 19% ± 3 | 45% |
| Paper 2 | 30% ± 3 | 29% ± 3 | 41% ± 3 | 55% |
| Weighting of AO in overall qualifications | 34% ± 3 | 34% ± 3 | 32% ± 3 | |

Grading and reporting

Cambridge International Level 3 Pre-U Certificates (Principal Subjects and Short Courses) are qualifications in their own right. Each individual Principal Subject and Short Course is graded separately on a scale of nine grades: Distinction 1, Distinction 2, Distinction 3, Merit 1, Merit 2, Merit 3, Pass 1, Pass 2 and Pass 3.

Grading Cambridge Pre-U Principal Subjects and Short Courses

| | |
|-------------|---|
| Distinction | 1 |
| | 2 |
| | 3 |
| Merit | 1 |
| | 2 |
| | 3 |
| Pass | 1 |
| | 2 |
| | 3 |

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the middle of the given grade band. They give a general indication of the required standard at each specified grade. The descriptions should be interpreted in relation to the content outlined in the syllabus; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others.

Distinction (D2)

- Candidates manipulate mathematical expressions and use graphs, with accuracy and skill.
- If errors are made in their calculations or logic, these are mostly noticed and corrected.
- Candidates make appropriate and efficient use of calculators and other permitted resources, and are aware of any limitations to their use.
- Candidates present results to an appropriate degree of accuracy.
- Candidates use mathematical language correctly.
- Candidates recall or recognise almost all the mathematical facts, concepts and techniques that are needed, and select appropriate ones when required to do so.
- Candidates are usually able to solve problems in less familiar contexts.
- Candidates correctly refer results from calculations using a mathematical model to the original situation; they give sensible interpretations of their results in context and mostly make sensible comments or predictions.
- Candidates recall or recognise almost all the standard models that are needed, and select appropriate ones to represent a wide variety of situations in the real world.
- Candidates comprehend or understand the meaning of almost all translations into mathematics of common realistic contexts.
- Candidates comment meaningfully on statistical information.
- Candidates make intelligent comments on any modelling assumptions.

Merit (M2)

- Candidates manipulate mathematical expressions and use graphs, with a reasonable level of accuracy and skill.
- Candidates often notice and correct errors in their calculations.
- Candidates usually make appropriate and efficient use of calculators and other permitted resources, and are often aware of any limitations to their use.
- Candidates usually present results to an appropriate degree of accuracy.
- Candidates use mathematical language with some skill.
- Candidates recall or recognise most of the mathematical facts, concepts and techniques that are needed, and usually select appropriate ones when required to do so.
- Candidates are often able to solve problems in less familiar contexts.
- Candidates usually correctly refer results from calculations using a mathematical model to the original situation; they usually give sensible interpretations of their results in context and sometimes make sensible comments or predictions.

- Candidates recall or recognise most of the standard models that are needed, and usually select appropriate ones to represent a variety of situations in the real world.
- Candidates comprehend or understand the meaning of most translations into mathematics of common realistic contexts.
- Candidates may give some useful comments on statistical information.
- Candidates often make intelligent comments on any modelling assumptions.

Pass (P2)

- Candidates manipulate mathematical expressions and use graphs with some accuracy and skill.
- If errors are made in their calculations or logic, these are sometimes noticed and corrected.
- Candidates usually make appropriate and efficient use of calculators and other permitted resources, and are often aware of any limitations to their use.
- Candidates often present results to an appropriate degree of accuracy.
- Candidates frequently use mathematical language correctly.
- Candidates recall or recognise some of the mathematical facts, concepts and techniques that are needed, and frequently select appropriate ones when required to do so.
- Candidates try to solve problems in less familiar contexts.
- Candidates frequently correctly refer results from calculations using a mathematical model to the original situation; they sometimes interpret their results in context and attempt to make sensible comments or predictions.
- Candidates recall or recognise some of the standard models that are needed, and frequently select appropriate ones to represent a variety of situations in the real world.
- Candidates frequently comprehend or understand the meaning of translations into mathematics of common realistic contexts.

Description of components

For both papers, knowledge of the content of GCSE/IGCSE or O Level Mathematics is assumed. Questions may be set requiring interpretation of tabular and/or graphical output from calculators, spreadsheets and statistical computing packages. Knowledge of any particular software is not required.

Paper 1 Pure Mathematics

Written paper, 1 hour 45 minutes, 65 marks

- quadratics
- coordinate geometry
- sequences and series
- logarithms and exponentials
- differentiation
- integration

The paper will consist of a mixture of short, medium and longer questions with a total of 65 marks. Candidates will be expected to answer all questions.

Paper 2 Statistics

Written paper, 2 hours, 80 marks

- analysis of data
- the binomial distribution
- the normal distribution
- sampling and hypothesis tests
- confidence intervals: the t -distribution
- χ^2 tests
- non-parametric tests

The paper will consist of long questions which will be set in context with an emphasis on analysis and interpretation. There will be a total of 80 marks. Candidates will be expected to answer all questions.

Use of calculators

The use of scientific calculators will be permitted in all papers. Graphic calculators will not be permitted. Candidates will be expected to be aware of the limitations inherent in the use of calculators.

Mathematical tables and formulae

Candidates will be provided with a booklet of mathematical formulae and tables for use in the examination.

Syllabus content

Paper 1 Pure Mathematics

Quadratics

Candidates should be able to:

- carry out the process of completing the square for a quadratic polynomial $ax^2 + bx + c$, and understand the relationship between this form and the graph of the associated curve
- find the discriminant of a quadratic polynomial $ax^2 + bx + c$, and understand how this relates to the number of real roots of the equation $ax^2 + bx + c = 0$
- manipulate expressions involving surds
- solve quadratic equations, and linear and quadratic inequalities in one unknown
- solve, by substitution, a pair of simultaneous equations, of which one is linear and the other is quadratic
- recognise and solve equations that are quadratic in some function.

Coordinate geometry

Candidates should be able to:

- find the length, gradient and mid-point of a line segment, given the coordinates of the end points
- find the equation of a straight line given sufficient information (e.g. two points, or one point and the gradient)
- understand and use the relationships between the gradients of parallel and perpendicular lines
- interpret and use linear equations in context
- understand the relationship between a graph and its associated algebraic equation and use the relationship between points of intersection of graphs and solutions of equations (including, for simple cases, the relationship between tangents and repeated roots)
- understand and use the transformations of graphs given by $y = f(x) + a$, $y = f(x + a)$, $y = af(x)$, $y = f(ax)$, $y = -f(x)$, $y = f(-x)$ and simple combinations of these.

Sequences and series

Candidates should be able to:

- understand and use the sigma notation
- use the binomial expansion of $(a + b)^n$, where n is a positive integer.

Logarithms and exponentials

Candidates should be able to:

- understand the relationship between logarithms and indices, and use the laws of logarithms
- use logarithms, for example to solve equations of the form $a^x = b$ and related equations or inequalities including reducing curves to linear form
- understand the definition and properties of e^x and $\ln x$, including their relationship as inverse functions and their graphs.

Differentiation

Candidates should be able to:

- understand the idea of the gradient of a curve, and use the notations $f'(x)$, $f''(x)$, $\frac{dy}{dx}$ and $\frac{d^2y}{dx^2}$
- use the derivatives of x^n (for any rational n) and constant multiples, sums and differences
- apply differentiation to gradients, tangents and normals, increasing and decreasing functions and rates of change
- locate stationary points, and determine by calculation whether the points are local maximum or minimum points (the ability to distinguish between maximum points and minimum points is required, but identification of points of inflexion is not included)
- use the derivatives of e^x and $\ln x$ together with constant multiples, sums and differences.

Integration

Candidates should be able to:

- understand integration as the reverse process of differentiation, and integrate x^n (for all rational n) and e^x , together with constant multiples, sums and differences
- solve problems involving the evaluation of a constant of integration
- use definite integration to find the area of a region bounded by a curve and lines parallel to the axes or between two curves.

Paper 2 Statistics

In all sections below, candidates should be able to interpret the results of the tests in the context of the original problem. Candidates should be encouraged to manipulate and interpret data using realistic large data sets as part of the teaching of this section of the syllabus.

Analysis of data

Candidates should be able to:

- use and interpret different measures of central tendency (mean, median and mode) and variation (range, interquartile range and standard deviation), e.g. in comparing and contrasting sets of data
- calculate the mean, standard deviation and variance from raw data or summary statistics
- identify outliers (using the ' $1.5 \times \text{IQR}$ ' criterion) and describe whether a set of data has positive or negative skew
- understand the concepts of dependent and independent variables, linear correlation and regression lines for bivariate data
- use the product-moment correlation coefficient as a measure of correlation, and use covariance and variance in the construction of regression lines
- understand the basis of Spearman's rank correlation coefficient and be able to calculate its value
- interpret correlation coefficients in the context of hypothesis tests.

The binomial distribution

Candidates should be able to:

- use formulae for probabilities for the binomial distribution, model given situations by one of these as appropriate, and recognise the notation $B(n, p)$
- use tables of cumulative binomial probabilities
- construct a probability distribution table relating to a given situation involving a discrete random variable X , and calculate the expectation, variance and standard deviation of X
- use formulae for the expectation and variance of the binomial distribution.

The normal distribution

Candidates should be able to:

- understand the use of a normal distribution to model a continuous random variable, and use normal distribution tables
- solve problems concerning a variable X , where $X \sim N(\mu, \sigma^2)$ including:
 - using given values of μ and σ to find the value of $P(X < x)$, or a related probability, or conversely to find the relevant value of x
 - finding the values of μ and σ , from given probabilities.

Sampling and hypothesis tests

Candidates should be able to:

- understand the distinction between a sample and a population, and appreciate the benefits of randomness in choosing samples
- explain in simple terms why a given sampling method may be unsatisfactory and suggest possible improvements
- recognise that a sample mean can be regarded as a random variable, and use the facts that $E(\bar{X}) = \mu$ and that $\text{Var}(\bar{X}) = \frac{\sigma^2}{n}$
- use the fact that \bar{X} has a normal distribution if X has a normal distribution
- use the Central Limit Theorem where appropriate
- calculate unbiased estimates of the population mean and variance from a sample, using either raw or summarised data
- understand the nature of a hypothesis test, the difference between one-tail and two-tail tests, and the terms 'null hypothesis', 'alternative hypothesis', 'significance level', 'critical region', 'acceptance region' and 'test statistic'
- formulate hypotheses and carry out a hypothesis test of a population proportion in the context of a single observation from a binomial distribution, using either direct evaluation of binomial probabilities or a normal approximation with continuity correction
- formulate hypotheses and carry out a hypothesis test of a population mean in the case of a sample drawn from a normal distribution of known variance
- understand the terms 'Type I error' and 'Type II error' in relation to hypothesis tests
- calculate the probabilities of making Type I and Type II errors in specific situations involving tests based on a normal distribution or approximation, or on direct evaluation of binomial probabilities.

Confidence intervals: the t -distribution

Candidates should be able to:

- determine a confidence interval for a population mean, using a normal distribution, in the context of:
 - a sample drawn from a normal population of known variance
 - a large sample, using the Central Limit Theorem and an unbiased variance estimate derived from the sample
- determine, from a large sample, an approximate confidence interval for a population proportion
- use a t -distribution, with the appropriate number of degrees of freedom, in the context of a small sample drawn from a normal population of unknown variance:
 - to determine a confidence interval for the population mean
 - to carry out a hypothesis test of the population mean.

χ^2 tests

Candidates should be able to:

- fit a theoretical distribution, as prescribed by a given hypothesis, to given data
- use a χ^2 test with the appropriate number of degrees of freedom to carry out the corresponding goodness of fit test
- use a χ^2 test with the appropriate number of degrees of freedom to test for independence in a contingency table (rows or columns, as appropriate, should be combined so that each expected frequency is at least 5, and Yates' correction should be used in the special case of a 2×2 table).

Non-parametric tests

Candidates should be able to:

- understand what is meant by a non-parametric significance test, appreciate situations where such tests are useful, and select an appropriate test
- understand, in simple terms, the basis of sign tests, Wilcoxon signed-rank tests and the Wilcoxon rank-sum test, and use normal approximations where appropriate in these tests
- test a hypothesis concerning a population median using a single-sample sign test and a single-sample Wilcoxon signed-rank test (problems in which observations coincide with the hypothetical population median will not be set)
- test for identity of populations using a paired-sample sign test, a Wilcoxon matched-pairs signed-rank test and (for unpaired samples) a Wilcoxon rank-sum test (problems involving tied ranks will not be set).

Mathematical formulae and statistical tables

PURE MATHEMATICS

Binomial Series

$$\binom{n}{r} + \binom{n}{r+1} = \binom{n+1}{r+1}$$

$$(a+b)^n = a^n + \binom{n}{1} a^{n-1} b + \binom{n}{2} a^{n-2} b^2 + \dots + \binom{n}{r} a^{n-r} b^r + \dots + b^n, (n \in \mathbb{N}), \text{ where } \binom{n}{r} = {}^n C_r = \frac{n!}{r!(n-r)!}$$

$$(1+x)^n = 1 + nx + \frac{n(n-1)}{1 \cdot 2} x^2 + \dots + \frac{n(n-1) \dots (n-r+1)}{1 \cdot 2 \dots r} x^r + \dots \quad (|x| < 1, n \in \mathbb{R})$$

Logarithms and Exponentials

$$e^{x \ln a} = a^x$$

STATISTICS

Discrete Distributions

For a discrete random variable X taking values x_i with probabilities p_i

Expectation (mean): $E(X) = \mu = \sum x_i p_i$

Variance: $\text{Var}(X) = \sigma^2 = \sum (x_i - \mu)^2 p_i = \sum x_i^2 p_i - \mu^2$

For a function $g(X)$: $E(g(X)) = \sum g(x_i) p_i$

Standard Discrete Distributions

| Distribution of X | $P(X = x)$ | Mean | Variance |
|---------------------|--------------------------------|------|-----------|
| Binomial $B(n, p)$ | $\binom{n}{x} p^x (1-p)^{n-x}$ | np | $np(1-p)$ |

Sampling Distributions

For a random sample X_1, X_2, \dots, X_n of n independent observations from a distribution having mean μ and variance σ^2

\bar{X} is an unbiased estimator of μ , with $\text{Var}(\bar{X}) = \frac{\sigma^2}{n}$

S^2 is an unbiased estimator of σ^2 , where $S^2 = \frac{\sum (X_i - \bar{X})^2}{n-1}$

For a random sample of n observations from $N(\mu, \sigma^2)$

$$\frac{\bar{X} - \mu}{\sigma / \sqrt{n}} \sim N(0,1)$$

$$\frac{\bar{X} - \mu}{S / \sqrt{n}} \sim t_{n-1} \quad (\text{also valid in matched-pairs situations})$$

If X is the observed number of successes in n independent Bernoulli trials in each of which the probability of success is p , and $Y = \frac{X}{n}$, then $E(Y) = p$ and $\text{Var}(Y) = \frac{p(1-p)}{n}$

For a random sample of n_x observations from $N(\mu_x, \sigma_x^2)$ and, independently, a random sample of n_y observations from $N(\mu_y, \sigma_y^2)$

$$\frac{(\bar{X} - \bar{Y}) - (\mu_x - \mu_y)}{\sqrt{\frac{\sigma_x^2}{n_x} + \frac{\sigma_y^2}{n_y}}} \sim N(0, 1)$$

If $\sigma_x^2 = \sigma_y^2 = \sigma^2$ (unknown) then $\frac{(\bar{X} - \bar{Y}) - (\mu_x - \mu_y)}{\sqrt{S_p^2 \left(\frac{1}{n_x} + \frac{1}{n_y} \right)}} \sim t_{n_x+n_y-2}$, where $S_p^2 = \frac{(n_x-1)S_x^2 + (n_y-1)S_y^2}{n_x+n_y-2}$

Correlation and Regression

For a set of n pairs of values (x_i, y_i)

$$\begin{aligned} S_{xx} &= \sum (x_i - \bar{x})^2 = \sum x_i^2 - \frac{(\sum x_i)^2}{n} \\ S_{yy} &= \sum (y_i - \bar{y})^2 = \sum y_i^2 - \frac{(\sum y_i)^2}{n} \\ S_{xy} &= \sum (x_i - \bar{x})(y_i - \bar{y}) = \sum x_i y_i - \frac{(\sum x_i)(\sum y_i)}{n} \end{aligned}$$

The product-moment correlation coefficient is

$$r = \frac{S_{xy}}{\sqrt{S_{xx}S_{yy}}} = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}} = \frac{\sum x_i y_i - \frac{(\sum x_i)(\sum y_i)}{n}}{\sqrt{\left(\sum x_i^2 - \frac{(\sum x_i)^2}{n} \right) \left(\sum y_i^2 - \frac{(\sum y_i)^2}{n} \right)}}$$

Spearman's rank correlation coefficient is $r_s = 1 - \frac{6\sum d^2}{n(n^2-1)}$

The regression coefficient of y on x is $b = \frac{S_{xy}}{S_{xx}} = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sum (x_i - \bar{x})^2}$

Least squares regression line of y on x is $y = a + bx$ where $a = \bar{y} - b\bar{x}$

Distribution-Free (Non-Parametric) Tests

Goodness-of-fit test and contingency tables: $\sum \frac{(O_i - E_i)^2}{E_i} \sim \chi^2_v$

Approximate distributions for large samples:

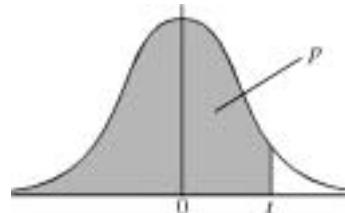
Wilcoxon signed rank test: $T \sim N\left(\frac{1}{4}n(n+1), \frac{1}{24}n(n+1)(2n+1)\right)$

Wilcoxon rank sum test (samples of sizes m and n , with $m \leq n$): $W \sim N\left(\frac{1}{2}m(m+n+1), \frac{1}{12}mn(m+n+1)\right)$

CRITICAL VALUES FOR THE t -DISTRIBUTION

If T has a t -distribution with v degrees of freedom then, for each pair of values of p and v , the table gives the value of t such that:

$$\mathbb{P}(T \leq t) = p.$$

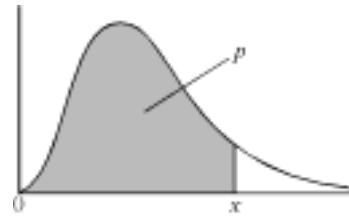


| p | 0.75 | 0.90 | 0.95 | 0.975 | 0.99 | 0.995 | 0.9975 | 0.999 | 0.9995 |
|----------|-------|-------|-------|-------|-------|-------|--------|-------|--------|
| $v=1$ | 1.000 | 3.078 | 6.314 | 12.71 | 31.82 | 63.66 | 127.3 | 318.3 | 636.6 |
| 2 | 0.816 | 1.886 | 2.920 | 4.303 | 6.965 | 9.925 | 14.09 | 22.33 | 31.60 |
| 3 | 0.765 | 1.638 | 2.353 | 3.182 | 4.541 | 5.841 | 7.453 | 10.21 | 12.92 |
| 4 | 0.741 | 1.533 | 2.132 | 2.776 | 3.747 | 4.604 | 5.598 | 7.173 | 8.610 |
| 5 | 0.727 | 1.476 | 2.015 | 2.571 | 3.365 | 4.032 | 4.773 | 5.894 | 6.869 |
| 6 | 0.718 | 1.440 | 1.943 | 2.447 | 3.143 | 3.707 | 4.317 | 5.208 | 5.959 |
| 7 | 0.711 | 1.415 | 1.895 | 2.365 | 2.998 | 3.499 | 4.029 | 4.785 | 5.408 |
| 8 | 0.706 | 1.397 | 1.860 | 2.306 | 2.896 | 3.355 | 3.833 | 4.501 | 5.041 |
| 9 | 0.703 | 1.383 | 1.833 | 2.262 | 2.821 | 3.250 | 3.690 | 4.297 | 4.781 |
| 10 | 0.700 | 1.372 | 1.812 | 2.228 | 2.764 | 3.169 | 3.581 | 4.144 | 4.587 |
| 11 | 0.697 | 1.363 | 1.796 | 2.201 | 2.718 | 3.106 | 3.497 | 4.025 | 4.437 |
| 12 | 0.695 | 1.356 | 1.782 | 2.179 | 2.681 | 3.055 | 3.428 | 3.930 | 4.318 |
| 13 | 0.694 | 1.350 | 1.771 | 2.160 | 2.650 | 3.012 | 3.372 | 3.852 | 4.221 |
| 14 | 0.692 | 1.345 | 1.761 | 2.145 | 2.624 | 2.977 | 3.326 | 3.787 | 4.140 |
| 15 | 0.691 | 1.341 | 1.753 | 2.131 | 2.602 | 2.947 | 3.286 | 3.733 | 4.073 |
| 16 | 0.690 | 1.337 | 1.746 | 2.120 | 2.583 | 2.921 | 3.252 | 3.686 | 4.015 |
| 17 | 0.689 | 1.333 | 1.740 | 2.110 | 2.567 | 2.898 | 3.222 | 3.646 | 3.965 |
| 18 | 0.688 | 1.330 | 1.734 | 2.101 | 2.552 | 2.878 | 3.197 | 3.610 | 3.922 |
| 19 | 0.688 | 1.328 | 1.729 | 2.093 | 2.539 | 2.861 | 3.174 | 3.579 | 3.883 |
| 20 | 0.687 | 1.325 | 1.725 | 2.086 | 2.528 | 2.845 | 3.153 | 3.552 | 3.850 |
| 21 | 0.686 | 1.323 | 1.721 | 2.080 | 2.518 | 2.831 | 3.135 | 3.527 | 3.819 |
| 22 | 0.686 | 1.321 | 1.717 | 2.074 | 2.508 | 2.819 | 3.119 | 3.505 | 3.792 |
| 23 | 0.685 | 1.319 | 1.714 | 2.069 | 2.500 | 2.807 | 3.104 | 3.485 | 3.768 |
| 24 | 0.685 | 1.318 | 1.711 | 2.064 | 2.492 | 2.797 | 3.091 | 3.467 | 3.745 |
| 25 | 0.684 | 1.316 | 1.708 | 2.060 | 2.485 | 2.787 | 3.078 | 3.450 | 3.725 |
| 26 | 0.684 | 1.315 | 1.706 | 2.056 | 2.479 | 2.779 | 3.067 | 3.435 | 3.707 |
| 27 | 0.684 | 1.314 | 1.703 | 2.052 | 2.473 | 2.771 | 3.057 | 3.421 | 3.689 |
| 28 | 0.683 | 1.313 | 1.701 | 2.048 | 2.467 | 2.763 | 3.047 | 3.408 | 3.674 |
| 29 | 0.683 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.038 | 3.396 | 3.660 |
| 30 | 0.683 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.030 | 3.385 | 3.646 |
| 40 | 0.681 | 1.303 | 1.684 | 2.021 | 2.423 | 2.704 | 2.971 | 3.307 | 3.551 |
| 60 | 0.679 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 2.915 | 3.232 | 3.460 |
| 120 | 0.677 | 1.289 | 1.658 | 1.980 | 2.358 | 2.617 | 2.860 | 3.160 | 3.373 |
| ∞ | 0.674 | 1.282 | 1.645 | 1.960 | 2.326 | 2.576 | 2.807 | 3.090 | 3.291 |

CRITICAL VALUES FOR THE χ^2 -DISTRIBUTION

If X has a χ^2 -distribution with v degrees of freedom then, for each pair of values of p and v , the table gives the value of x such that:

$$P(X \leq x) = p$$



| p | 0.01 | 0.025 | 0.05 | 0.9 | 0.95 | 0.975 | 0.99 | 0.995 | 0.999 |
|-------|-----------------------|-----------------------|-----------------------|-------|-------|-------|-------|--------|-------|
| $v=1$ | 0.0 ³ 1571 | 0.0 ³ 9821 | 0.0 ² 3932 | 2.706 | 3.841 | 5.024 | 6.635 | 7.8794 | 10.83 |
| 2 | 0.02010 | 0.05064 | 0.1026 | 4.605 | 5.991 | 7.378 | 9.210 | 10.60 | 13.82 |
| 3 | 0.1148 | 0.2158 | 0.3518 | 6.251 | 7.815 | 9.348 | 11.34 | 12.84 | 16.27 |
| 4 | 0.2971 | 0.4844 | 0.7107 | 7.779 | 9.488 | 11.14 | 13.28 | 14.86 | 18.47 |
| 5 | 0.5543 | 0.8312 | 1.145 | 9.236 | 11.07 | 12.83 | 15.09 | 16.75 | 20.51 |
| 6 | 0.8721 | 1.237 | 1.635 | 10.64 | 12.59 | 14.45 | 16.81 | 18.55 | 22.46 |
| 7 | 1.239 | 1.690 | 2.167 | 12.02 | 14.07 | 16.01 | 18.48 | 20.28 | 24.32 |
| 8 | 1.647 | 2.180 | 2.733 | 13.36 | 15.51 | 17.53 | 20.09 | 21.95 | 26.12 |
| 9 | 2.088 | 2.700 | 3.325 | 14.68 | 16.92 | 19.02 | 21.67 | 23.59 | 27.88 |
| 10 | 2.558 | 3.247 | 3.940 | 15.99 | 18.31 | 20.48 | 23.21 | 25.19 | 29.59 |
| 11 | 3.053 | 3.816 | 4.575 | 17.28 | 19.68 | 21.92 | 24.73 | 26.76 | 31.26 |
| 12 | 3.571 | 4.404 | 5.226 | 18.55 | 21.03 | 23.34 | 26.22 | 28.30 | 32.91 |
| 13 | 4.107 | 5.009 | 5.892 | 19.81 | 22.36 | 24.74 | 27.69 | 29.82 | 34.53 |
| 14 | 4.660 | 5.629 | 6.571 | 21.06 | 23.68 | 26.12 | 29.14 | 31.32 | 36.12 |
| 15 | 5.229 | 6.262 | 7.261 | 22.31 | 25.00 | 27.49 | 30.58 | 32.80 | 37.70 |
| 16 | 5.812 | 6.908 | 7.962 | 23.54 | 26.30 | 28.85 | 32.00 | 34.27 | 39.25 |
| 17 | 6.408 | 7.564 | 8.672 | 24.77 | 27.59 | 30.19 | 33.41 | 35.72 | 40.79 |
| 18 | 7.015 | 8.231 | 9.390 | 25.99 | 28.87 | 31.53 | 34.81 | 37.16 | 42.31 |
| 19 | 7.633 | 8.907 | 10.12 | 27.20 | 30.14 | 32.85 | 36.19 | 38.58 | 43.82 |
| 20 | 8.260 | 9.591 | 10.85 | 28.41 | 31.41 | 34.17 | 37.57 | 40.00 | 45.31 |
| 21 | 8.897 | 10.28 | 11.59 | 29.62 | 32.67 | 35.48 | 38.93 | 41.40 | 46.80 |
| 22 | 9.542 | 10.98 | 12.34 | 30.81 | 33.92 | 36.78 | 40.29 | 42.80 | 48.27 |
| 23 | 10.20 | 11.69 | 13.09 | 32.01 | 35.17 | 38.08 | 41.64 | 44.18 | 49.73 |
| 24 | 10.86 | 12.40 | 13.85 | 33.20 | 36.42 | 39.36 | 42.98 | 45.56 | 51.18 |
| 25 | 11.52 | 13.12 | 14.61 | 34.38 | 37.65 | 40.65 | 44.31 | 46.93 | 52.62 |
| 30 | 14.95 | 16.79 | 18.49 | 40.26 | 43.77 | 46.98 | 50.89 | 53.67 | 59.70 |
| 40 | 22.16 | 24.43 | 26.51 | 51.81 | 55.76 | 59.34 | 63.69 | 66.77 | 73.40 |
| 50 | 29.71 | 32.36 | 34.76 | 63.17 | 67.50 | 71.42 | 76.15 | 79.49 | 86.66 |
| 60 | 37.48 | 40.48 | 43.19 | 74.40 | 79.08 | 83.30 | 88.38 | 91.95 | 99.61 |
| 70 | 45.44 | 48.76 | 51.74 | 85.53 | 90.53 | 95.02 | 100.4 | 104.2 | 112.3 |
| 80 | 53.54 | 57.15 | 60.39 | 96.58 | 101.9 | 106.6 | 112.3 | 116.3 | 124.8 |
| 90 | 61.75 | 65.65 | 69.13 | 107.6 | 113.1 | 118.1 | 124.1 | 128.3 | 137.2 |
| 100 | 70.06 | 74.22 | 77.93 | 118.5 | 124.3 | 129.6 | 135.8 | 140.2 | 149.4 |

Wilcoxon signed rank test

P is the sum of the ranks corresponding to the positive differences,
 Q is the sum of the ranks corresponding to the negative differences,
 T is the smaller of P and Q .

For each value of n the table gives the **largest** value of T which will lead to rejection of the null hypothesis at the level of significance indicated.

Critical values of T

| | Level of significance | | | |
|-----------------|-----------------------|---------------|--------------|---------------|
| | One Tail 0.05 | 0.025 0.05 | 0.01 0.02 | 0.005 0.01 |
| Two Tail 0.1 | | | | |
| $n = 6$ | 2 | 0 | | |
| 7 | 3 | 2 | 0 | |
| 8 | 5 | 3 | 1 | 0 |
| 9 | 8 | 5 | 3 | 1 |
| 10 | 10 | 8 | 5 | 3 |
| 11 | 13 | 10 | 7 | 5 |
| 12 | 17 | 13 | 9 | 7 |
| 13 | 21 | 17 | 12 | 9 |
| 14 | 25 | 21 | 15 | 12 |
| 15 | 30 | 25 | 19 | 15 |
| 16 | 35 | 29 | 23 | 19 |
| 17 | 41 | 34 | 27 | 23 |
| 18 | 47 | 40 | 32 | 27 |
| 19 | 53 | 46 | 37 | 32 |
| 20 | 60 | 52 | 43 | 37 |

For larger values of n , each of P and Q can be approximated by the normal distribution with mean $\frac{1}{4}n(n+1)$ and variance $\frac{1}{24}n(n+1)(2n+1)$.

Wilcoxon rank sum test

The two samples have sizes m and n , where $m \leq n$.

R_m is the sum of the ranks of the items in the sample of size m .

W is the smaller of R_m and $m(n+m+1) - R_m$.

For each pair of values of m and n , the table gives the **largest** value of W which will lead to rejection of the null hypothesis at the level of significance indicated.

Critical values of W

| | Level of significance | | | | | | | | | | | | |
|----------|-----------------------|-----|------|-----------------|-----|------|-----------------|-----|------|-----------------|-----|------|------|
| | One Tail | | | 0.05 0.025 0.01 | | | 0.05 0.025 0.01 | | | 0.05 0.025 0.01 | | | |
| Two Tail | | 0.1 | 0.05 | 0.02 | 0.1 | 0.05 | 0.02 | 0.1 | 0.05 | 0.02 | 0.1 | 0.05 | 0.02 |
| <i>n</i> | <i>m</i> = 3 | | | <i>m</i> = 4 | | | <i>m</i> = 5 | | | <i>m</i> = 6 | | | |
| 3 | 6 | — | — | | | | | | | | | | |
| 4 | 6 | — | — | 11 | 10 | — | | | | | | | |
| 5 | 7 | 6 | — | 12 | 11 | 10 | 19 | 17 | 16 | | | | |
| 6 | 8 | 7 | — | 13 | 12 | 11 | 20 | 18 | 17 | 28 | 26 | 24 | |
| 7 | 8 | 7 | 6 | 14 | 13 | 11 | 21 | 20 | 18 | 29 | 27 | 25 | |
| 8 | 9 | 8 | 6 | 15 | 14 | 12 | 23 | 21 | 19 | 31 | 29 | 27 | |
| 9 | 10 | 8 | 7 | 16 | 14 | 13 | 24 | 22 | 20 | 33 | 31 | 28 | |
| 10 | 10 | 9 | 7 | 17 | 15 | 13 | 26 | 23 | 21 | 35 | 32 | 29 | |

| | Level of significance | | | | | | | | | | | | |
|----------|-----------------------|-----|------|-----------------|-----|------|-----------------|-----|------|-----------------|-----|------|------|
| | One Tail | | | 0.05 0.025 0.01 | | | 0.05 0.025 0.01 | | | 0.05 0.025 0.01 | | | |
| Two Tail | | 0.1 | 0.05 | 0.02 | 0.1 | 0.05 | 0.02 | 0.1 | 0.05 | 0.02 | 0.1 | 0.05 | 0.02 |
| <i>n</i> | <i>m</i> = 7 | | | <i>m</i> = 8 | | | <i>m</i> = 9 | | | <i>m</i> = 10 | | | |
| 7 | 39 | 36 | 34 | | | | | | | | | | |
| 8 | 41 | 38 | 35 | 51 | 49 | 45 | | | | | | | |
| 9 | 43 | 40 | 37 | 54 | 51 | 47 | 66 | 62 | 59 | | | | |
| 10 | 45 | 42 | 39 | 56 | 53 | 49 | 69 | 65 | 61 | 82 | 78 | 74 | |

For larger values of m and n , the normal distribution with mean $\frac{1}{2}m(m+n+1)$ and variance $\frac{1}{12}mn(m+n+1)$ should be used as an approximation to the distribution of R_m .

Mathematical notation

Examinations for the syllabus in this booklet may use relevant notation from the following list.

1 Set notation

| | |
|-----------------------|--|
| \in | is an element of |
| \notin | is not an element of |
| $\{x_1, x_2, \dots\}$ | the set with elements x_1, x_2, \dots |
| $\{x : \dots\}$ | the set of all x such that ... |
| $n(A)$ | the number of elements in set A |
| \emptyset | the empty set |
| \mathcal{E} | the universal set |
| A' | the complement of the set A |
| \mathbb{N} | the set of natural numbers, $\{1, 2, 3, \dots\}$ |
| \mathbb{Z} | the set of integers, $\{0, \pm 1, \pm 2, \pm 3, \dots\}$ |
| \mathbb{Z}^+ | the set of positive integers, $\{1, 2, 3, \dots\}$ |
| \mathbb{Z}_n | the set of integers modulo n , $\{0, 1, 2, \dots, n - 1\}$ |
| \mathbb{Q} | the set of rational numbers, $\left\{ \frac{p}{q} : p \in \mathbb{Z}, q \in \mathbb{Z}^+ \right\}$ |
| \mathbb{Q}^+ | the set of positive rational numbers, $\{x \in \mathbb{Q} : x > 0\}$ |
| \mathbb{Q}_0^+ | set of positive rational numbers and zero, $\{x \in \mathbb{Q} : x \geq 0\}$ |
| \mathbb{R} | the set of real numbers |
| \mathbb{R}^+ | the set of positive real numbers, $\{x \in \mathbb{R} : x > 0\}$ |
| \mathbb{R}_0^+ | the set of positive real numbers and zero, $\{x \in \mathbb{R} : x \geq 0\}$ |
| \mathbb{C} | the set of complex numbers |
| (x, y) | the ordered pair x, y |
| $A \times B$ | the cartesian product of sets A and B , i.e. $A \times B = \{(a, b) : a \in A, b \in B\}$ |
| \subseteq | is a subset of |
| \subset | is a proper subset of |
| \cup | union |
| \cap | intersection |
| $[a, b]$ | the closed interval $\{x \in \mathbb{R} : a \leq x \leq b\}$ |
| $[a, b)$ | the interval $\{x \in \mathbb{R} : a \leq x < b\}$ |
| $(a, b]$ | the interval $\{x \in \mathbb{R} : a < x \leq b\}$ |
| (a, b) | the open interval $\{x \in \mathbb{R} : a < x < b\}$ |
| $y R x$ | y is related to x by the relation R |
| $y \sim x$ | y is equivalent to x , in the context of some equivalence relation |

2 Miscellaneous symbols

| | |
|-----------------------|--|
| $=$ | is equal to |
| \neq | is not equal to |
| \equiv | is identical to or is congruent to |
| \approx | is approximately equal to |
| \cong | is isomorphic to |
| \propto | is proportional to |
| $<$ | is less than |
| \leq | is less than or equal to, is not greater than |
| $>$ | is greater than |
| \geq | is greater than or equal to, is not less than |
| ∞ | infinity |
| $p \wedge q$ | p and q |
| $p \vee q$ | p or q (or both) |
| $\sim p$ | not p |
| $p \Rightarrow q$ | p implies q (if p then q) |
| $p \Leftarrow q$ | p is implied by q (if q then p) |
| $p \Leftrightarrow q$ | p implies and is implied by q (p is equivalent to q) |
| \exists | there exists |
| \forall | for all |

3 Operations

| | |
|--------------------------------------|--|
| $a + b$ | a plus b |
| $a - b$ | a minus b |
| $a \times b$, ab , $a.b$ | a multiplied by b |
| $a \div b$, $\frac{a}{b}$, a / b | a divided by b |
| $\sum_{i=1}^n a_i$ | $a_1 + a_2 + \dots + a_n$ |
| $\prod_{i=1}^n a_i$ | $a_1 \times a_2 \times \dots \times a_n$ |
| \sqrt{a} | the positive square root of a |
| $ a $ | the modulus of a |
| $n!$ | n factorial |
| $\binom{n}{r}$ | the binomial coefficient $\frac{n!}{r!(n-r)!}$ for $n \in \mathbb{Z}^+$ or $\frac{n(n-1)\dots(n-r+1)}{r!}$ for $n \in \mathbb{Q}$ |

4 Functions

| | |
|-------------------------------|---|
| $f(x)$ | the value of the function f at x |
| $f : A \rightarrow B$ | f is a function under which each element of set A has an image in set B |
| $f : x \rightarrow y$ | the function f maps the element x to the element y |
| f^{-1} | the inverse function of the function f |
| gf | the composite function of f and g which is defined by $gf(x) = g(f(x))$ |
| $\lim_{x \rightarrow a} f(x)$ | the limit of $f(x)$ as x tends to a |

| | |
|------------------------------------|---|
| $\Delta x, \delta x$ | an increment of x |
| $\frac{dy}{dx}$ | the derivative of y with respect to x |
| $\frac{d^n y}{dx^n}$ | the n th derivative of y with respect to x |
| $f'(x), f''(x), \dots, f^{(n)}(x)$ | the first, second, ..., n th derivatives of $f(x)$ with respect to x |
| $\int y dx$ | the indefinite integral of y with respect to x |
| $\int_a^b y dx$ | the definite integral of y with respect to x between the limits $x = a$ and $x = b$ |
| $\frac{\partial V}{\partial x}$ | the partial derivative of V with respect to x |
| \dot{x}, \ddot{x}, \dots | the first, second, ... derivatives of x with respect to t |

5 Exponential and logarithmic functions

| | |
|----------------------|----------------------------------|
| e | base of natural logarithms |
| $e^x, \exp x$ | exponential function of x |
| $\log_a x$ | logarithm to the base a of x |
| $\ln x, \log_e x$ | natural logarithm of x |
| $\lg x, \log_{10} x$ | logarithm of x to base 10 |

6 Circular and hyperbolic functions

| | |
|--|----------------------------------|
| \sin, \cos, \tan | the circular functions |
| cosec, sec, cot | |
| $\sin^{-1}, \cos^{-1}, \tan^{-1}$ | the inverse circular functions |
| cosec $^{-1}$, sec $^{-1}$, cot $^{-1}$ | |
| \sinh, \cosh, \tanh | the hyperbolic functions |
| cosech, sech, coth | |
| $\sinh^{-1}, \cosh^{-1}, \tanh^{-1}$ | the inverse hyperbolic functions |
| cosech $^{-1}$, sech $^{-1}$, coth $^{-1}$ | |

7 Complex numbers

| | |
|-----------------------|--|
| i | square root of -1 |
| z | a complex number, $z = x + i y = r(\cos \theta + i \sin \theta)$ |
| $\operatorname{Re} z$ | the real part of z , $\operatorname{Re} z = x$ |
| $\operatorname{Im} z$ | the imaginary part of z , $\operatorname{Im} z = y$ |
| $ z $ | the modulus of z , $ z = \sqrt{x^2 + y^2}$ |
| $\arg z$ | the argument of z , $\arg z = \theta, -\pi < \theta \leq \pi$ |
| z^* | the complex conjugate of z , $x - i y$ |

8 Matrices

| | |
|-------------------------------------|---|
| \mathbf{M} | a matrix \mathbf{M} |
| \mathbf{M}^{-1} | the inverse of the matrix \mathbf{M} |
| \mathbf{M}^T | the transpose of the matrix \mathbf{M} |
| $\det \mathbf{M}$ or $ \mathbf{M} $ | the determinant of the square matrix \mathbf{M} |

9 Vectors

| | |
|--------------------------------------|--|
| \overrightarrow{AB} | the vector a the vector represented in magnitude and direction by the directed line segment AB |
| $\hat{\mathbf{a}}$ | a unit vector in the direction of a |
| $\mathbf{i}, \mathbf{j}, \mathbf{k}$ | unit vectors in the directions of the cartesian coordinate axes |
| $ \mathbf{a} , a$ | the magnitude of a |
| $ \overrightarrow{AB} , AB$ | the magnitude of \overrightarrow{AB} |
| $\mathbf{a} \cdot \mathbf{b}$ | the scalar product of a and b |
| $\mathbf{a} \times \mathbf{b}$ | the vector product of a and b |

10 Probability and statistics

| | |
|----------------------|---|
| A, B, C , etc. | events |
| $A \cup B$ | union of the events A and B |
| $A \cap B$ | intersection of the events A and B |
| $P(A)$ | probability of the event A |
| A' | complement of the event A |
| $P(A B)$ | probability of the event A conditional on the event B |
| X, Y, R , etc. | random variables |
| x, y, r , etc. | values of the random variables X, Y, R , etc. |
| x_1, x_2, \dots | observations |
| f_1, f_2, \dots | frequencies with which the observations x_1, x_2, \dots occur |
| $p(x)$ | probability function $P(X = x)$ of the discrete random variable X |
| p_1, p_2, \dots | probabilities of the values x_1, x_2, \dots of the discrete random variable X |
| $f(x), g(x), \dots$ | the value of the probability density function of a continuous random variable X |
| $F(x), G(x), \dots$ | the value of the (cumulative) distribution function $P(X \leq x)$ of a continuous random variable X |
| $E(X)$ | expectation of the random variable X |
| $E(g(X))$ | expectation of $g(X)$ |
| $\text{Var}(X)$ | variance of the random variable X |
| $G(t)$ | probability generating function for a random variable which takes the values $0, 1, 2, \dots$ |
| $B(n, p)$ | binomial distribution with parameters n and p |
| $\text{Geo}(p)$ | geometric distribution with parameter p |
| $\text{Po}(\lambda)$ | Poisson distribution with parameter λ |
| $N(\mu, \sigma^2)$ | normal distribution with mean μ and variance σ^2 |
| μ | population mean |
| σ^2 | population variance |
| σ | population standard deviation |
| \bar{x}, m | sample mean |
| s^2, σ^2 | unbiased estimate of population variance from a sample, $s^2 = \frac{1}{n-1} \sum (x_i - \bar{x})^2$ |
| ϕ | probability density function of the standardised normal variable with distribution $N(0, 1)$ |
| Φ | corresponding cumulative distribution function |

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