

Optional activities (sustainability)

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Cambridge O Level

Economics 2281

For examination from 2020



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Introduction

This document aligns with the Cambridge IGCSE / O Level Economics scheme of work (for examination from 2020) and has been designed to support you in your teaching and lesson planning. This resource includes additional teaching activities, reference to the United Nations Sustainable Development Goals (SDG) <https://SDG.un.org/goals> and resources linked to sustainability.

Please note: These additional/optional activities provide a focus of how some of the syllabus content may be taught, if centres wish to integrate sustainability into their teaching programmes. Please be aware that sustainability topics are not part of this syllabus and are not directly examined for this qualification.

You can choose what approach to take as you know the nature of your institution and the levels of ability of your learners. What follows are suggestions of how to include sustainability in your classroom activities related to the subject you are teaching.

Websites

This resource includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

1. The basic economic problem

Syllabus ref.	Optional teaching activities	Teacher guidance and resources
1.1a The nature of the economic problem	<p>Activity 1.1a</p> <p>SDG 7 – Affordable and Clean Energy</p> <ol style="list-style-type: none"> 1. Learners investigate/discuss in groups: how oil is made from trees, how/where it is extracted, what it is used for (what can be made from it). 2. Show learners data on oil consumption and human population: 3. Introduce the basic economic problem (Infinite needs and finite resources) to learners. Learners explain why the data on oil and human population is an example of the Basic Economic Problem. 4. Display examples of images showing oil pollution: <ul style="list-style-type: none"> • Learners discuss some of the costs involved in extracting and shipping oil around the world. How might oil use impact on the climate? • Define the term ‘sustainability’. Learners consider how the use of wind and wave power might be a more sustainable energy source than oil. 	<ol style="list-style-type: none"> 2. https://ourworldindata.org/grapher/world-population-1750-2015-and-un-projection-until-2100 (the chart can be manipulated to show trends between any two time-periods). and www.worldometers.info/oil/. (for a more dramatic impact, display the oil counter alongside this population counter: www.worldometers.info/world-population/) 4. (e.g., www.shutterstock.com/search/oil+pollution) – sensitivity may be needed with some images of wildlife.
1.1 The nature of the economic problem	<p>Activity 1.1b</p> <p>SDG 14 – Life Below Water</p> <p>Give learners a basic definition of ‘economic goods’ and ‘free goods’ (free goods can be consumed by one person without reducing the amount available for others).</p> <p>Learners consider fishing by discussing questions such as:</p> <ul style="list-style-type: none"> • Who owns the fish in the oceans? • Can we keep on fishing ‘forever’? • Are fish a ‘free’ economic good? • What about the oceans – are they a free good? 	<p>Learners are shown information such as: www.wwf.org.uk/what-we-do/addressing-unsustainable-fishing-and-seafood and https://theoceancleanup.com/great-pacific-garbage-patch/ Useful past paper question: Jun 21 Paper 21 Q2c.</p>
1.2 The factors of production	Activity 1.2a	Articles describing energy sources include:

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	<p>SDG 7 – Affordable and Clean Energy</p> <p>Learners list:</p> <ul style="list-style-type: none"> • Possible different ways that electricity can be generated (e.g., burning coal, wind-power) • Possible sources of energy to provide power to a home. <p>Which factor of production are the energy sources an example of?</p> <p>Rank the energy sources in order of sustainability</p>	<p>www.eonenergy.com/spark/ways-to-power-your-home-with-renewable-energy.html</p> <p>https://electricity.ca/learn/electricity-today/generating-electricity/</p>
1.2 The factors of production	<p>Activity 1.2b</p> <p>SDG 13 – Climate Action</p> <p>Learners investigate the impact of global warming and rising sea levels on the economies of Bangladesh and the Maldives.</p> <p>Learners discuss how each of the four factors of production in Bangladesh and the Maldives might be affected by climate change.</p>	<p>Learners watch the video and other information from the website: https://ejfoundation.org/reports/climate-displacement-in-bangladesh.</p>
1.3 Opportunity cost	<p>Activity 1.3</p> <p>SDG 15 – Life on Land</p> <p>Learners in groups investigate the causes and effects of deforestation in the Amazonian rainforest.</p> <p>What are the possible opportunity costs of this deforestation?</p>	<p>Show learners the information from https://earthobservatory.nasa.gov/world-of-change/Deforestation especially the images showing the extent of deforestation over time.</p>
1.4 Production possibility curve diagrams (PPC)	<p>Activity 1.4</p> <p>SDG 13 – Climate Action</p> <p>1. Review learners’ understanding of the possible impact of climate change/rising sea levels on the factors of production in Bangladesh.</p> <p>Learners draw a diagram that shows how Bangladesh’s Production Possibility Curve (PPC) would be affected by climate change/rising sea levels.</p> <p>2. Give learners the following scenario:</p>	

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	<p>A country faces two choices:</p> <p>a. Invest \$2 billion in mining operations to extract minerals from a mountainous area.</p> <p>OR</p> <p>b. Invest \$2billion to build a hydro-electric power station in the same location.</p> <ul style="list-style-type: none">• Learners draw a PPC to show the possible impact of each option.• Which of the two options is likely to benefit the economy most in the long-term?	

2. The allocation of resources

Syllabus ref.	Optional teaching activities	Teacher guidance and resources
2.1 Microeconomics and macroeconomics	<p>Activity 2.1</p> <p>SDG 5 – Gender Equality</p> <p>Provide learners with a list of possible measures that a government could introduce to achieve gender equality.</p> <ul style="list-style-type: none"> • In groups, learners decide whether each measure is likely to have a macroeconomic or microeconomic effect. 	
2.2 The role of markets in allocating resources	<p>Activity 2.2</p> <p>SDG 14 – Life Below Water</p> <p>Learners consider who owns the fish on the ‘high seas’.</p> <p>Learners in groups discuss:</p> <ul style="list-style-type: none"> • what this means for the ‘price’ that fishing boats owners ‘pay’ for the fish they catch on the high seas • what this means for the price paid by consumers of fish • how this might result in ‘over fishing’ • why overfishing is a potential problem • how could ‘over fishing’ be reduced? 	<p>Background information on this issue can be found at:</p> <p>https://globalfishingwatch.org/fisheries/who-owns-the-fish-high-seas-and-the-eezs/</p>
2.3 Demand	<p>Activity 2.3</p> <p>SDG 12 – Responsible Consumption and Production</p> <p>Share with learners the aims of SDG 12 Responsible Consumption and Production, as they apply to consumers. For example:</p> <ul style="list-style-type: none"> • the need to reduce food waste in households • the need to switch consumption towards energy efficient lightbulbs • the impact of a rising world population on the demand for cars <ul style="list-style-type: none"> ○ Learners discuss how these three examples would affect the demand for the products concerned. 	<p>For more information about SDG 12 and the examples in the activity see www.un.org/sustainabledevelopment/sustainable-consumption-production/</p> <p>And</p> <p>https://wedocs.unep.org/bitstream/handle/20.500.11822/22747/12_Responsible%20consumption%20and%20production_FINAL.pdf</p>

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	<ul style="list-style-type: none"> ○ Learners draw 'before and after' demand curves illustrating the impact of these changes on the level of demand. 	
2.4 Supply	<p>Activity 2.4</p> <p>SDG 12 – Responsible Consumption and Production</p> <p>Learners consider the extraction of oil and gas from the North Sea between the United Kingdom (UK) and the North-West European mainland.</p> <ul style="list-style-type: none"> ● What happened to the supply of oil from the North Sea between 1974 and 2000? ● What has happened since? ● What is predicted to happen in the future? ● Why have many governments, including the UK, subsidised solar and wind generating industries? ● Draw supply curve diagrams to illustrate the effect of these changes on the supply of the various forms of energy. 	<p>Useful background information can be found at: www.crystolenergy.com/assessing-future-north-sea-oil-gas/ and http://theoildrum.com/node/4112 (especially the charts and maps, the text can be ignored).</p>
2.10 Market Failure	<p>Activity 2.10</p> <p>SDG 5 – Gender Equality / SDG 14 – Life Below Water / SDG 15 – Life on Land</p> <p>Learners investigate how the following situations give rise to market failure:</p> <ul style="list-style-type: none"> ● A chemicals manufacturer has a choice of either paying for their waster products to be cleaned or dump them, for free, in a nearby river. ● A river passes through five different countries on its way to the sea. One of the upstream countries decides to build a dam across the river and use the water to generate electricity and irrigate its crops. ● Females in a particular country are paid 20% less than males for doing the same work. Parents in this country have to pay for their own children's college education. 	<p>Information on some of these issues can be found at: www.theguardian.com/environment/2016/jul/01/vietnam-blames-toxic-waste-water-fom-steel-plant-for-mass-fish-deaths www.newscientist.com/article/2134785-billion-dollar-dams-are-making-water-shortages-not-solving-them/</p>
2.11 Mixed Economic System	Activity 2.11	Some learners might also be encouraged to consider the benefits

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	<p>SDG 2 – Zero Hunger</p> <p>A government wishes to help provide its citizens food produced using sustainable agricultural methods, for example organic methods (e.g., no chemicals).</p> <p>Learners consider the following policies and how they might help the government to achieve its aim:</p> <ul style="list-style-type: none"> • Setting maximum prices for foods produced organically • Setting minimum prices for foods produced using chemicals • Putting indirect taxes on food produced using chemicals • Subsidising organically produced food <p>Draw supply and demand diagrams to illustrate the impact that these policies might have.</p> <p>Discuss how the following policies might be used to increase help the country switch production towards organically produced food.</p> <ul style="list-style-type: none"> • Regulation • Privatisation • Nationalisation • Direct provision 	<p>and drawbacks of each of these policies and recommend which ones should be used.</p>

3. Microeconomic decision makers

Syllabus ref.	Optional teaching activities	Teacher guidance and resources
3.2 Households	<p>Activity 3.2</p> <p>SDG 1 – No Poverty / SDG 5 – Gender Equality / SDG 9 – Industry, Innovation and Economic Growth / SDG 11 – Sustainable Cities and Communities</p> <p>Learners consider why low-income and rural households/individuals in lower income countries.</p> <p>Learners investigate how microfinance organisations can help these people to:</p> <ul style="list-style-type: none"> • Achieve greater gender equality • Reduce poverty • Develop their own businesses • Build sustainable communities 	<p>Learners could be placed in rainbow groups – one group investigates each issue, then one member of each group reports back to members of each other group.</p>
3.3 Workers	<p>Activity 3.3</p> <p>SDG 1 – No Poverty / SDG 5 – Gender Equality / SDG 8 – Decent Work and Economic Growth</p> <p>Share information with learners about the rates of pay for women and men in the United Kingdom (UK).</p> <ul style="list-style-type: none"> • Learners investigate whether this ‘gender pay gap’ occurs in other countries. • Learners discuss possible reasons for the gender pay-gap. • Learners discuss how the gender pay gap can lead to/make it harder to escape from poverty • Learners consider possible actions that could reduce gender equality – what economic benefits and drawbacks might they have? 	<p>Some relevant information on UK wages is at: www.theguardian.com/world/2019/oct/28/women-paid-less-than-men-over-careers-gender-pay-gap-report</p> <p>Some possible steps to reduce gender equality are outlined at: www.theguardian.com/global-development-professionals-network/2016/mar/14/gender-equality-women-girls-rights-education-empowerment-politics</p>
3.4 Trade unions	Activity 3.4	<p>A useful resource for teachers is https://sustainabledevelopment.un.org/content/documents/10512Sectoral%20Paper%20HLPF%20WTUMG%20Final.pdf.</p>

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	<p>SDG 1 – No Poverty / SDG 5 – Gender Equality / SDG 8 – Decent Work and Economic Growth / SDG 10 – Reduced Inequality</p> <p>Introduce the role, functions, sources of power and main activities of trade unions.</p> <p>Remind learners of SDG 1, 5, 8 and 10.</p> <p>Learners investigate how trade unions can help to achieve these goals.</p>	
<p>3.7 Firms' costs, revenue and objectives</p>	<p>Activity 3.7</p> <p>SDG 9 – Industry, Innovation and Infrastructure / SDG 12 – Responsible Consumption and Production</p> <p>After having outlined the main objectives of firms, ask learners to consider how achieving environmental sustainability might affect the other aims of firms, in particular the relationship between costs, revenue and profitability.</p> <p>Learners investigate how firms in the following industries have responded to environmental concerns:</p> <ul style="list-style-type: none"> • Oil and gas extraction, e.g., BP • Car manufacturing <p>Learners discuss the extent to which these firms have changed their objectives in response to these environmental concerns.</p>	<p>Information on BP can be found at www.bp.com/en/global/corporate/sustainability.html</p> <p>Information on the car industry can be found at: www.euronews.com/next/2021/09/16/when-will-cars-go-fully-electric-the-europe-based-carmakers-dropping-petrol and www.activesustainability.com/sustainable-life/electric-vehicles/?_adin=02021864894</p> <p>Useful past-paper question: Jun 20 Paper 22 Q2</p>

4. Government and the macroeconomy

Syllabus ref.	Optional teaching activities	Teacher guidance and resources
4.1 The role of government	<p>Activity 4.1</p> <p>SDG 17 – Partnerships to Achieve the Goals / SDG 13 – Climate Action</p> <p>Learners extend their understanding of the role of local and national government by investigating the role of multinational agencies such as the United Nations (UN) and their role in developing the Sustainable Development Goals.</p> <p>Learners investigate the actions of their own national and local government is taking in response to SDG 13, compare and contrast this with actions taken by the national government in the UK to reduce the UK's carbon emissions.</p>	<p>For information on the UK's actions to reduce carbon emissions, see for example: www.gov.uk/government/news/uk-enshrines-new-target-in-law-to-slash-emissions-by-78-by-2035</p>
4.2 The macroeconomic aims of government	<p>Activity 4.2</p> <p>SDG 17 – Partnerships to Achieve the Goals / SDG 13 – Climate Action</p> <p>In groups learners investigate the possible impact on the government's macroeconomic objectives of the actions being taken to reduce carbon emissions (covered in Activity 4.1).</p> <p>Some impacts might be negative with others positive. Each group could be allocated a different macroeconomic objective. Each group can share its findings/conclusions with the rest of the class.</p>	
4.3 Fiscal policy	<p>Activity 4.3</p> <p>SDG 10 – Reduced Inequality / SDG 11 – Sustainable Cities and Communities / SDG 12 – Responsible Consumption and Production</p> <p>Learners prepare articles for a magazine supplement explaining how their country's government could use fiscal policy/taxation to help the country to:</p> <ul style="list-style-type: none"> • make fewer journeys using petrol/diesel powered vehicles 	<p>Give learners the case study in <i>Cambridge IGCSE and O Level Economics 2nd edition</i> by Hoang, P and Ducie, M Hodder Education, 2018, page 185 and learners consider how this taxation policy would work.</p> <p>Useful past-paper question: Mar 21 Paper 22 Q3d</p>

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	<ul style="list-style-type: none"> • reduce the income gap between rich and poor • increase the proportion of recyclable materials in household products. 	
4.5 Supply-side policy	<p>Activity 4.5</p> <p>SDG 4 – Quality Education / SDG 5 – Gender Equality / SDG 8 – Decent Work and Economic Growth / SDG 9 – Industry, Innovation and Infrastructure / SDG 10 – Reduced Inequality</p> <p>Learners consider how a policy of encouraging more females to study STEM subjects (Science, Technology, Engineering and Mathematics) could help to achieve SDG 4, 5, 8, 9 and 10.</p> <p>All learners should consider each SDG in turn. Some learners could also consider the linkages between each SDG and the others.</p> <p>Some learners could consider the extent to which these goals will be met and any other SDG that might be impacted by this policy.</p>	
4.6 Economic growth	<p>Activity 4.6</p> <p>SDG 12 – Responsible Consumption and Production / SDG 13 – Climate Action</p> <p>Review with learners their understanding of sustainability from Activity 1.1a.</p> <p>Review understanding of how Production Possibility Curves can show how an increase in investment can lead to economic growth.</p> <p>A government wishes to achieve economic growth by increasing its country’s production of goods made using non-renewable materials and energy-sources.</p> <ul style="list-style-type: none"> • Learners investigate how this policy might contribute to: <ul style="list-style-type: none"> ○ depletion of natural resources ○ climate change • Learners consider the extent to which this policy is sustainable over: five years, 20 years, 100 years. • Learners, in groups, investigate ways that this policy could be amended to help the country contribute towards SDG 12 and 13. Learners share their findings class. 	

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4.7 Employment and unemployment	<p>Activity 4.7</p> <p>SDG 7 – Affordable and Clean Energy / SDG 8 – Decent Work and Economic Growth / SDG 9 – Industry, Innovation and Infrastructure</p> <p>Activity 4.7a</p> <p>Each learner investigates patterns of male and female employment in a specific country (each learner investigates a different country).</p> <p>Learners compare the trends for different countries, working in pairs and then groups. Groups shares findings with the rest of the class.</p> <p>Activity 4.7a</p> <p>Learners investigate how the introduction of ‘green technologies’ could help to create employment.</p>	<p>Examples of the impact of green technologies on employment include the UK: https://greenporthull.co.uk/jobs-training/job-roles-in-offshore-wind-1 and Sri Lanka: www.ilo.org/colombo/whatwedo/publications/WCMS_755006/lang--en/index.htm</p>

5. Economic development

Syllabus ref.	Optional teaching activities	Teacher guidance and resources
5.1 Living standards	<p>Activity 5.1</p> <p>SDG 10 – Reduced Inequality</p> <p>Each learner compares the living standards in a specific country using a range of economic and social indicators. Learners suggest reasons for these differences.</p> <p>Learners form groups of 4-5 to compare their findings for each country.</p> <p>Learners then attempt to judge which factors affecting living standards are easiest to affect in order to reduce the differences in living standards within and between countries.</p>	<p>A useful resource for Sri Lanka is in Economics (Beere, Borrington, Riches), 2018 Collins, page 290.</p> <p>A United Nations summary of key economic and social indicators can be downloaded from: https://unstats.un.org/unsd/publications/pocketbook/files/world-stats-pocketbook-2020.pdf</p>
5.2 Poverty	<p>SDG 1 – No poverty / SDG 2 – Zero Hunger / SDG 3 – Good Health and Well-being / SDG 10 – Reduced Inequality</p> <p>Activity 5.2a</p> <p>Learners investigate the links between poverty (SDG1) and other SDG including SDG 2, 3 and 10. Learners make a presentation that:</p> <ol style="list-style-type: none"> addresses the linkage between poverty and other SDG Suggests ways in which a reduction in poverty could help achieve other SDG, and/or how an improvement in other SDG could help to reduce poverty. <p>Activity 5.2b</p> <p>Provide learners with the following quotation: <i>“The root cause of many children’s problems is poverty, he says. “If you want to get rid of child poverty, there’s a dead easy way and it’s called money. Give people money and they’re no longer poor. It’s not rocket science, actually.”</i></p> <p>Ask learners whether they agree with the quotation.</p>	<p>Learners make links to any other SDG they feel are relevant.</p> <p>Useful past paper question: Jun 21 Paper 22 Q2c</p> <p>Useful past paper question: Mar 19 Paper 22 Qs 4b, 4c</p> <p>The two sides of this debate are summarised here: https://youtu.be/qFHPZhyw8M0 and here: www.brookings.edu/blog/future-development/...</p> <p>Useful past-paper question: Jun 20 Paper 21 Q2d</p>

Syllabus ref.	Optional teaching activities	Teacher guidance and resources
5.3 Population	<p>Activity 5.3</p> <p>SDG 1 – No Poverty / SDG 2 – Zero Hunger / SDG 6 – Clean Water and Sanitation / SDG 11 – Sustainable Cities and Communities / SDG 13 – Climate Action / SDG 14 – Life Below Water / SDG 15 – Life on Land</p> <p>Learners investigate the links between population and the pressures on sustainability that affect SDG 1, 2, 6, 11, 13, 14 and 15. Each learner could focus on one or two SDG and report back to a group of peers.</p> <p>Learners then investigate government policies and/or population trends that might reduce their impact.</p>	<p>Learners make links to any other SDG they feel are relevant.</p> <p>Useful past-paper question: Nov 21 Paper 23 Qs 1c, 1d, 1h</p>
5.4 Differences in economic development between countries	<p>Activity 5.4</p> <p>SDG 4 – Quality Education / SDG 5 – Gender Equality / SDG 8 – Decent Work and Economic Growth / SDG 9 – Industry, Innovation and Infrastructure</p> <p>Learners extend their understanding of the differences in economic development between countries by:</p> <ul style="list-style-type: none"> • giving examples of sustainable and/or unsustainable development for each country • considering the extent to which economic development models in particular countries are sustainable • suggesting ways in which economic development in these countries could be made more sustainable 	<p>Learners are given pairs of countries to consider, e.g., China and Brazil, Kazakhstan and Zambia.</p> <p>Learners focus on specific aspects of sustainability relating to specific SDG, e.g., SDG 4, 5, 8 and 9</p> <p>Useful past-paper question: Jun 21 Paper 23 Q1</p> <p>Useful past-paper question: Nov 20 Paper 22 Qs 1b, 1c, 1d, 1e, 1f</p>

6. International trade and globalisation

Syllabus ref.	Optional teaching activities	Teacher guidance and resources
6.1 International specialisation	<p>Activity 6.1</p> <p>SDG 1 – No Poverty / SDG 2 – Zero Hunger / SDG 5 – Gender Equality / SDG 8 – Decent Work and Economic Growth / SDG 9 – Industry, Innovation and Infrastructure / SDG 13 – Climate Action / SDG 15 – Life on Land</p> <p>Learners investigate how specialisation in cocoa production might both help and limit Ghana’s ability to contribute to SDG 1, 2, 5, 8, 9, 13 and 15. Learners can also consider any other SDG they consider relevant.</p>	<p>Some useful resources (that will need to be adapted for use with learners) include:</p> <p>www.modernghana.com/news/1089361/is-ghana-anywhere-near-achieving-the-un-sustainabl.html</p> <p>www.feem.it/m/publications_pages/2017-12-20-campagnolobosello-SDGdefinitivo.pdf</p> <p>www.researchgate.net/publication/333354920_The_Sustainable_Development_Goals_-_A_review_of_Ghana's_current_state</p> <p>www.mdpi.com/1996-1073/12/3/408/pdf-vor</p>
6.2 Globalisation, free trade and protection	<p>Activity 6.2</p> <p>At the end of this section, divide the class into two groups. Members of each group prepare an argument for and against the view that:</p> <p><i>“Free trade is good for the environment and helps to promote sustainable economic development.”</i></p> <p>Members of each group present their arguments to the whole class.</p> <p>Debate the issue with whole class and attempt to reach a consensus view.</p>	<p>Some useful resources (that will need to be adapted for use with learners) include:</p> <p>www.oecd.org/trade/topics/trade-and-the-environment/</p> <p>www.orfonline.org/expert-speak/international-trade...</p> <p>www.ciel.org/trade-sustainable-development-friends-foes/</p> <p>www.adb.org/publications/win-win-how-international-trade-can-help-meet-SDG (free download available)</p>

Cambridge Assessment International Education
The Triangle Building, Shaftsbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

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