

CAMBRIDGE INTERNATIONAL AS & A LEVEL

Thinking Skills 9694

Syllabus Overview

Examinations 2028, 2029 and 2030

Understanding the whole syllabus

Thinking Skills joins problem solving with critical thinking. One strand uses information and constraints to find a solution; the other examines claims, reasons and evidence. The advanced papers increase the complexity of the reasoning rather than adding a separate body of facts to memorise.

For Thinking Skills 9694, the content map below follows the approved subject briefing and the official syllabus. Labels group related areas for orientation; the detailed syllabus remains the authority for individual learning requirements.

Content map

Syllabus area or component	What the area covers
Two shared strands	The course has two connected strands: problem solving and critical thinking.
Problem solving: Information and models	In problem solving, you will learn to understand information presented in text, tables, graphs and diagrams; select relevant details; organise calculations; identify patterns; develop models; and explain the reasoning behind a solution.
Critical thinking: Evidence and argument	In critical thinking, you will assess the credibility and relevance of evidence, identify conclusions and reasons, recognise assumptions and flaws, evaluate arguments and construct persuasive reasoning of your own.
AS/A Level difference in demand	The subject content is the same at AS and A Level. At A Level, however, the problems are longer and more complex, and you must combine skills with greater independence.

These areas should be read as a connected course. Begin with the foundational knowledge identified in the first part of the map, then build towards the applications and explanations that depend on it. Keep the reasoning visible. Review unsuccessful approaches to identify an overlooked condition or unsupported inference, and develop accuracy before increasing speed. Where a row describes a choice of topics or components, study the selection required by your agreed route rather than treating all alternatives as compulsory.

Qualification and component choices

Qualification route	Components	Meaning
AS Level only	1 and 2	Standalone AS qualification, graded a-e
Staged A Level	1 and 2 first; then 3 and 4	Carry forward eligible AS marks within Cambridge rules and time limits
Full A Level in one series	1, 2, 3, 4	All required components; A Level graded A*-E

AS and A Level percentages refer to different qualification totals. A component can therefore have one weighting at AS and a different weighting in the full A Level. Confirm the entry option and any carry-forward arrangements with the centre.

The assessed skills

Assessment objectives describe the abilities Cambridge looks for across the qualification. The following explanations paraphrase the syllabus objectives; they are not additional topics or separate orientation tasks.

Assessment objective	Meaning for the learner
AO1 Use and evaluate information	Select relevant information, test its reliability and assess whether it supports a conclusion.
AO2 Create and communicate reasoning	Build and clearly present a line of reasoning that supports a solution or conclusion.

These abilities work together in an answer. Accurate knowledge supports application, while a clear explanation shows how the evidence or method leads to a conclusion. The balance varies by component, so the next lesson connects these abilities with the actual assessment formats.

Key pointers: Follow the stated examination-year syllabus, cover the required areas for your route and develop skills alongside knowledge. **Next:** Open **Assessment Overview**.