



IGCSE INFORMATION BOOKLET

for students sitting examinations in 2022



Sir Harry Johnston International School

IGCSE Information Booklet

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Dear Parents and Students,

As a school, we are delighted to be able offer the prestigious Cambridge IGCSE programme for students in years 10 and 11. Our students can study up to nine different subjects. Some of these are compulsory subjects and others are optional.

Compulsory Subjects

1. First Language English
2. Literature in English
3. Mathematics
4. Biology
5. French Foreign Language
6. Information and Communication Technology

Options

7. Chemistry **OR** Business Studies
8. Physics **OR** Art and Design
9. Geography **OR** Religious Studies

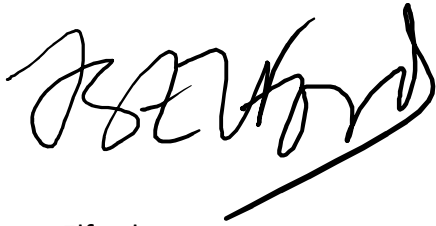
All students will have compulsory weekly PE and Life Skills classes, which are not examinable but a core element of the curriculum.

This IGCSE Information booklet has been collated to help families make the best possible subject choices. Students will need to consider each option carefully in discussion with teachers and parents before making a final selection. Once chosen, students are expected to commit themselves to the courses and to see them through to examination in 2021. Option changes, once the courses begin, will not be permitted unless there are exceptional circumstances.

In making their choices, students must consider their strengths and weaknesses, their interests and possible future plans. Students should spend time reading the course requirements and outlines in this booklet carefully, discussing them with their teachers and also their parents.

Should you require any advice, please do not hesitate to make an appointment.

Yours sincerely

A handwritten signature in black ink, appearing to read 'J Elford', with a long horizontal stroke underneath.

James Elford
Principal



**IGCSE First Language
English
0500**

AIMS

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

CONTENT OVERVIEW

Cambridge IGCSE First Language English offers candidates the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. Candidates will use these texts to inform and inspire their own writing and write in a range of text types for different purposes and audiences.

Candidates will develop both their speaking and their listening skills, delivering a presentation, and responding to questions and engaging in conversations.

Candidates are encouraged to become appreciative and critical readers, writers, speakers and listeners.

Students will sit for two papers:

Paper 1 (2 hours) Reading (50%) 80 marks Structured and extended writing questions. Questions will be based on three reading texts. Students will use the material read and be able to present this in a different form. They will show they understand how writers achieve their effects. Externally assessed

Paper 2 (2 hours) Directed Writing and Composition (50%) 80 marks. Extended writing question and a composition task. Externally assessed.

Pupils may also take: **Component 4 (Approx. 10–12 minutes) Speaking and Listening Test** 40 marks. Separately endorsed. Individual Talk and Conversation. Internally assessed and externally moderated.

IGCSE Literature in English

0475

AIMS

The syllabus aims, which are not listed in order of priority, are to encourage and develop candidates' ability to:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern

CONTENT OVERVIEW

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

ASSESSMENT

Paper 1 (1hr 30mins) Poetry and Prose (50%): Two questions on two texts: one poetry and one prose. Externally assessed.

Paper 2 (1hr 30mins) Drama (50%): Two questions on two drama texts. Externally assessed.

IGCSE Mathematics

0580

INTRODUCTION

The curriculum is separated into two, the Core subject content and the Extended (Core and Supplement) subject content to suit students' abilities.

AIMS

- To develop an understanding of mathematical principles, concepts and methods in a way which encourages confidence, provides satisfaction and enjoyment, and develops a positive attitude towards mathematics
- To develop a feel for number and understand the significance of the results obtained
- To apply mathematics in everyday situations and develop an understanding of the part that mathematics plays in learners' own lives and the world around them
- To analyse and solve problems, present the solutions clearly, and check and interpret the results
- To recognise when and how a situation may be represented mathematically, identify and interpret relevant factors, select an appropriate mathematical method to solve the problem, and evaluate the method used
- To use mathematics as a means of communication with emphasis on the use of clear expression and structured argument
- To develop an ability to apply mathematics in other subjects, particularly science and technology
- To develop the ability to reason logically, make deductions and inferences, and draw conclusions
- To appreciate patterns and relationships in mathematics and make generalizations
- To appreciate the interdependence of different areas of mathematics
- To acquire a foundation for further study of mathematics or for other disciplines.

THEMES

Number	Number systems
Algebra	Algebra and graphs: Coordinate geometry
Shape and space	Geometry: Mensuration: Trigonometry: Vectors and transformations
Probability and statistics	Probability and Statistics

SCHEME OF ASSESSMENT

All candidates take two papers:

- ❖ Candidates who have studied the Core syllabus content, or who are expected to achieve a grade D or below, should be entered for Paper 1 and Paper 3. These candidates will be eligible for grades C to G.
- ❖ Candidates who have studied the Extended syllabus content and who are expected to achieve a grade C or above should be entered for Paper 2 and Paper 4. These candidates will be eligible for grades A* to E.

Core Assessment

Paper 1 – Core : 1 hour, 56 marks

Candidates answer all questions.

This paper consists of short-answer questions based on the Core curriculum.

This is a compulsory component for Core candidates.

Paper 3 – Core 2 hours, 104 marks

Candidates answer all questions.

This paper consists of structured questions based on the Core curriculum.

This is a compulsory component for Core candidates.

Extended Assessment

Paper 2 – Extended: 1 hour 30 minutes, 70 marks

Candidates answer all questions.

This paper consists of short-answer questions based on the Extended curriculum.

This is a compulsory component for Extended candidates.

Paper 4 – Extended: 2 hours 30 minutes, 130 marks

Candidates answer all questions.

This paper consists of structured questions based on the Extended curriculum.

This is a compulsory component for Extended candidates.

ALL EXAMS ARE EXTERNALLY SET AND MARKED BY CAMBRIDGE INTERNATIONAL

IGCSE Biology

0610

INTRODUCTION

The curriculum is separated into two, the Core subject content curriculum and the Extended (Core and Supplement) subject content curriculum to suit students' abilities.

AIMS

- To provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
- To enable learners to acquire sufficient knowledge and understanding in order to become confident citizens in a technological world and develop an informed interest in scientific matters and to be suitably prepared for studies beyond Cambridge IGCSE
- To allow learners to recognize that science is evidence based and understand the usefulness, and the limitations of scientific method
- To develop skills that are relevant to the study and practice of biology and are useful in everyday life and also to encourage a systematic approach to problem solving
- To develop attitudes relevant to biology such as, concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- To enable learners to appreciate that Science is subject to Social, Economic, Technological, Ethical and Cultural influences.

THEMES

Candidates study the following topics:

- 1 Characteristics and classification of living organisms
- 2 Organization of the organism
- 3 Movement in and out of cells
- 4 Biological molecules
- 5 Enzymes
- 6 Plant nutrition
- 7 Human nutrition
- 8 Transport in plants
- 9 Transport in animals
- 10 Diseases and immunity
- 11 Gas exchange in humans
- 12 Respiration

- 13 Excretion in humans
- 14 Coordination and response
- 15 Drugs
- 16 Reproductions
- 17 Inheritance
- 18 Variation and selection
- 19 Organisms and their environment
- 20 Biotechnology and genetic engineering
- 21 Human influences on ecosystems

SCHEME OF ASSESSMENT

All candidates take three papers

Core Assessment

Core candidates take the following papers that have questions based on the Core subject content

only:

Paper 1 – Multiple Choice (Core) 45 mins, 40 marks

Forty compulsory multiple-choice items of the four-choice type.

Paper 3 – Theory (Core) 1 hr 15 mins, 80 marks

Short-answer and structured questions.

Extended Assessment

Extended candidates take the following papers that have questions based on the Core and Supplement subject content:

Paper 2 – Multiple Choice (Extended) 45 mins, 40 marks

Forty compulsory multiple-choice items of the four-choice type.

Paper 4 – Theory (Extended) 1 hr 15 mins, 80 marks

Short-answer and structured questions.

Practical Assessment

All candidates take one practical component from a choice of two:

Paper 5 – Practical Test: 1 hr 15 mins, 40 marks

OR

Paper 6 – Alternative to Practical Test: 1 hr, 40 marks

Whichever practical paper students choose:

- They test the same assessment objective
- They require the same experimental skills to be learned and developed
- The same sequence of practical activities is appropriate.

ALL PAPERS ARE EXTERNALLY ASSESSED

IGCSE Chemistry

0620

INTRODUCTION

Chemistry deals with the study of the chemical composition of matter and how matters behave under different conditions. The curriculum is separated into two, the Core subject content and the Extended (Core and Supplement) subject content to suit students' abilities.

AIMS

- To provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
- To enable learners to acquire sufficient knowledge and understanding to: become confident citizens in a technological world and develop an informed interest in scientific matters be suitably prepared for studies beyond Cambridge IGCSE
- To allow learners to recognize that science is evidence based and understand the usefulness, and the limitations, of scientific method
- To Develop skills that are relevant to the study and practice of chemistry and are useful in everyday life
- To encourage a systematic approach to problem solving and encourage efficient, safe practice and effective communication through the language of science
- To develop attitudes relevant to chemistry such as: concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness.
- To enable learners to appreciate that: science is subject to social, economic, technological, ethical and cultural influences and limitations the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

THEMES

1 THE PARTICULATE NATURE OF MATTER:	Particle theory; Brownian motion
2 EXPERIMENTAL TECHNIQUES:	Measurements and Purity
3 ATOMS, ELEMENTS AND COMPOUNDS:	The Atomic structure and bonding, Macromolecules
4 STOICHIOMETRY:	The mole concept and the atomic mass unit
5 ELECTRICITY AND CHEMISTRY:	Electricity and chemistry
6 CHEMICAL ENERGETICS:	Energetics of reaction and energy transfers
7 CHEMICAL REACTIONS:	Physical and chemical changes, Rate (speed) of reaction and Reversible reactions and Redox
8 ACIDS, BASES AND SALTS:	The characteristic properties of acids and bases; Types of oxides; Preparation of salts and Identification of ions and gases
9 THE PERIODIC TABLE	Periodic trends; Group properties; Transition elements; Noble gases
10 METALS:	Properties of metals; Reactivity series; Extraction of metals and Uses of metals
11 AIR AND WATER:	Chemical tests of water Nitrogen and fertilizers and air and Carbon dioxide and methane
12 SULFUR:	Sulphur The element,
13 CARBONATES:	Carbonates
14 ORGANIC CHEMISTRY:	Names of compounds, Fuels, Homologous series, polymerization

SCHEME OF ASSESSMENT

All candidates take three papers.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below are entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A* to G.

Core Assessment

Core candidates take the following papers that have questions based on the Core subject content only:

Paper 1 – Multiple Choice (Core) 45 mins, 40 marks forty compulsory multiple-choice items of the four-choice type. This paper tests assessment objectives of Knowledge with understanding

Paper 3 – Theory (Core) 1 hr 15 mins, 80 marks Short-answer and structured questions testing assessment objectives on Knowledge with understanding and Handling information and problem solving.

Extended Assessment

Extended candidates take the following papers that have questions based on the Core and Supplement subject content:

Paper 2 – Multiple Choice (Extended) 45 mins, 40 marks forty compulsory multiple-choice items of the four-choice type. This paper tests assessment objectives on Knowledge with understanding and Handling information and problem solving.

Paper 4 – Theory (Extended) 1 hr 15 mins, 80 marks Short-answer and structured questions testing assessment objectives Knowledge with understanding and Handling information and problem solving.

Practical Assessment

All candidates take one practical component from a choice of two:

Paper 5 – Practical Test 1 hr 15 mins, 40 marks

This paper tests assessment objective of Experimental skills and investigations in a practical context

Or

Paper 6 – Alternative to Practical Test

This paper tests assessment objective of Experimental skills and investigations in a written paper.

Whichever practical paper students choose they should be aware that:

- they test the same assessment objective of Experimental skills and investigations
- they require the same experimental skills to be learned and developed
- the same sequence of practical activities is appropriate.

ALL EXAMS ARE EXTERNALLY ASSESSED

IGCSE Physics

0625

INTRODUCTION

Physics deals mainly with the interactions between matter and energy. The curriculum is separated into two, the Core subject content curriculum and the Extended (Core and Supplement) subject content curriculum to suit students' abilities.

AIMS

- To provide an enjoyable and worthwhile educational experience for all learners, whether or not they go on to study science beyond this level
- To enable learners to acquire sufficient knowledge and understanding in order to become confident citizens in a technological world and develop an informed interest in scientific matters and to be suitably prepared for studies beyond Cambridge IGCSE
- To allow learners to recognize that science is evidence based and understand the usefulness, and the limitations, of scientific method
- To develop skills that are relevant to the study and practice of physics, useful in everyday life, encourage a systematic approach to problem solving, encourage efficient and safe practice and encourage effective communication through the language of science
- To develop attitudes relevant to chemistry such as: concern for accuracy and precision objectivity integrity enquiry initiative inventiveness
- To enable learners to appreciate that: science is subject to social, economic, technological, ethical and cultural influences and limitations the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

THEMES

- ❖ General physics
- ❖ Thermal physics
- ❖ Properties of waves, including light and sound
- ❖ Electricity and magnetism
- ❖ Atomic physics

SCHEME OF ASSESSMENT

All candidates take three papers.

- Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, will be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades C to G.
- Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above, will be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A* to G.

Core Assessment

Core candidates take the following papers that have questions based on the Core subject content only:

Paper 1 – Multiple Choice (Core) 45 mins, 40 marks

Forty compulsory multiple-choice items of the four-choice type. This paper tests assessment objectives on Knowledge with understanding and Handling information and problem solving.

Paper 3 – Theory (Core) 1 hr 15 mins, 80 marks

Short-answer and structured questions testing assessment objectives on Knowledge with understanding and Handling information and problem solving.

Extended Assessment

Extended candidates take the following papers that have questions based on the Core and Supplement subject content:

Paper 2 – Multiple Choice (Extended) 45 mins, 40 marks

Forty compulsory multiple-choice items of the four-choice type. This paper tests assessment objectives on Knowledge with understanding and Handling information and problem solving.

Paper 4 – Theory (Extended) 1 hr 15 mins, 80 marks

Short-answer and structured questions testing assessment objectives on Knowledge with understanding and Handling information and problem solving.

Practical Assessment

All candidates take one practical component from a choice of two:

Paper 5 – Practical Test 1 hr 15 mins, 40 marks

This paper tests assessment objective on Experimental skills and investigation in a practical context.

OR

Paper 6 – Alternative to Practical Test: 1 hr, 40 marks

This paper tests assessment objective on Experimental skills and investigation in a written paper.

Whichever practical paper is chosen:

- they test the same assessment objective on Experimental skills and investigation
- they require the same experimental skills to be learned and developed
- the same sequence of practical activities is appropriate.

IGCSE French Foreign Language 0520

The IGCSE French syllabus is designed for students who are learning French as a foreign language. The aims are as follows:

- To form a sound base of the skills, language and attitudes required for progression to work or further study, either in French or another subject area.
- To offer insights into the culture and society of countries and communities where French is spoken
- To develop awareness of the nature of language and language learning
- To encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- To provide enjoyment and intellectual stimulation
- To develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum

Recognition and progression

The combination of knowledge and skills in Cambridge IGCSE foreign language syllabuses gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level in the same language.

Assessment overview: All candidates take four papers.

Paper 1—Listening

Approximately 45 minutes (25%) 40 marks

Candidates listen to a number of recordings and answer multiple-choice and matching questions. (Externally assessed)

Paper 2—Reading

1 hour (25%) 45 marks

Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers. (Externally assessed)

Paper 3—Speaking

Approximately 10 minutes (25%) 40 marks

Candidates complete one role play and conversations on two topics. (Internally assessed and externally moderated)

Paper 4—Writing

1 hour (25%) 50 marks

Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog. (Externally assessed)

IGCSE Information and Communication Technology

0417

The aims are to develop:

- computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

Assessment Overview

Paper 1(2 hr) Theory (40%, 75 marks)

Short-answer and structured questions

Questions will be based on section 1 of the subject content

All questions are compulsory

No calculators are permitted

Externally assessed

Paper 2 (2 hr 30 mins) Problem Solving and Programming (30%, 50 marks)

Short-answer and structured questions

Questions will be based on section 2 of the subject content

All questions are compulsory

20 marks are from questions set on the pre-release material

No calculators are permitted

Externally assessed

Paper 3 (2 hrs 30 mins) Data Analysis and Website Authoring (30%, 80 marks)

This test assesses the practical skills needed to use the applications covered in sections 20 and 21

Candidates must demonstrate the practical skills relevant to sections 11–16

All tasks are compulsory externally assessed

IGCSE Geography

0460

THEMES

- 1. POPULATION & SETTLEMENT** • Population • Migration • Settlements • Urbanisation
- 2. NATURAL ENVIRONMENT** • Earthquakes, Volcanoes • Rivers • Coasts • Weather & Climate • Natural Vegetation
- 3. ECONOMIC DEVELOPMENT** • Development • Food Production • Industry • Tourism • Energy • Water • Environmental Risk of Economic Development

ASSESSMENT OBJECTIVES

The four assessment objectives in Geography are:

- A: Knowledge with understanding
- B: Analysis
- C: Judgment and decision making
- D: Investigation (enquiry skills, practical skills and presentation skills).

SCHEME OF ASSESSMENT

All candidates will take Paper 1, Paper 2 and Paper 4.

Paper 1, 2 and 4 will consist of combined question papers and answer booklets where candidates answer in the spaces provided.

ASSESSMENTS:

Paper 1: Geographical themes (45%) 1 hr 45 mins

Paper 2: Geographical Skills (27.5%) 1hr 30mins

Paper 4: Compulsory Geography Questions (27.5%) 1 hr 30mins

ALL EXAMS ARE EXTERNALLY ASSESSED

IGCSE Religious Studies

0490

INTRODUCTION

Cambridge IGCSE Religious Studies is accepted by universities and employers as proof of knowledge and understanding. This wide-ranging syllabus aims to promote an enquiring, critical and sympathetic approach to the study of religion. Students will reflect on religious responses to moral issues, identify and explore questions about the meaning of life, and recognise the contribution of religion to patterns of belief and behaviour.

AIMS

- Promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world
- Introduce students to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice.
- Help students to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions
- Encourage students to reflect on religious responses to moral issues
- Enable students to recognize and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

SYLLABUS CONTENT

Candidates are required to make a study of two of the following three world religions:

- Christianity • Islam • Judaism

Each religion will be examined according to the inter-related topics listed below.

Topic 1: Worship

Topic 2: Beliefs and sacred writings

Topic 3: Festivals, fasts, pilgrimage/historic places

Topic 4: Religion and the family; rites of passage

Topic 5: Religion and social action

ASSESSMENT OBJECTIVES A: Knowledge **[35%]**; B Understanding and interpretation **[35%]**; C: Evaluation **[30%]**

ASSESSMENT Students take two papers at the end of two years.

Introduction to Business Studies 0450

AIMS

The aims are to enable students to:

- apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business
- distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities
- develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated
- develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- develop an awareness of the nature and significance of innovation and change within the context of business activities
- acquire a foundation for further study of business or other subjects.

KEY TOPICS

1) *Understanding business activity* - Business activity, Classification of businesses, Enterprise, business growth and size, Types of business organisation, Business objectives and stakeholder objectives

2) *People in business* - Motivating workers, Organisation and management, Recruitment, selection and training of workers, Internal and external communication

3) *Marketing* - Marketing, competition and the customer, Market research, Marketing mix, Marketing strategy

4) *Operations management* - Production of goods and services, Costs, scale of production and break-even analysis, Achieving quality production, Location decisions

5) *Financial information and decisions* - Business finance: needs and sources, Cash-flow forecasting and working capital, Income statements, Balance sheets, Analysis of accounts

6) *External influences on business activity* - Government economic objectives and policies, Environmental and ethical issues, Business and the international economy

SCHEME OF ASSESSMENT

Candidates must be entered for the following papers:

Paper 1 (1hr 30 mins) Short Answer and Data Response 50%

Written examination consisting of four questions requiring a mixture of short answers and structured data Responses. Candidates answer all questions. 80 marks. Externally assessed.

Paper 2 (1hr 30 mins) Case Study 50%

Written examination consisting of four questions based on a case study, provided as an Insert with the paper. Candidates answer all questions. 80 marks. Externally assessed.

IGCSE Art and Design

0400

AIMS

The IGCSE Art and Design syllabus encourages learners to develop:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and/or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

CONTENT OVERVIEW

The broad areas of study are:

- painting and related media
- print making
- three-dimensional design
- photography, digital and lens-based media
- graphic communication
- textiles and fashion

Candidates can respond to either component using any of the media above.

ASSESSMENT

All candidates must take two components

Component 1: Coursework 50% (100 marks)

Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher. There are two parts to the coursework: – a portfolio and – a final outcome. Externally assessed.

Component 2: (8 hrs) Externally Set Assignment 50% (100 marks)

Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to. There are two parts to the assignment: – supporting studies and – a final outcome, produced during a supervised test of 8 hours' total duration. Externally assessed.

DESCRIPTION OF COMPONENTS

Component 1: Coursework

This is an internally set assignment which is marked by Cambridge International. There is no question paper for this component.

There are two parts to this component:

- a portfolio and
- a final outcome.

Candidates can choose to work in any of the areas of study and should explore a theme, producing a portfolio of work that leads to a resolved final outcome. Candidates may, but do not have to, explore the same area of study for their Externally Set Assignment. First-hand studies from primary sources such as visits to local galleries, tourist attractions or areas of interest, or contact with visiting speakers, local artists, designers or craftspeople should be included during the course where possible.

Portfolio

The portfolio may be presented in a number of ways depending on the approach, for example:

- practical work with little annotation but including relevant sketches, photographs and prints
- practical work with some written analysis and annotation
- illustrated written analysis including practical work and photographs.

Candidates may, but do not have to, support their practical work with written analysis and research notes.

Candidates should carefully select work for their portfolio that shows they have:

- recorded ideas and observations from first-hand studies, such as their own drawings and photography, as well

as secondary imagery and sources

- developed ideas and explored and experimented with different media, techniques and processes
- made reference to contextual sources where appropriate, e.g. artists, key art movements, historical events or

local or national art, craft and design

- selected, reviewed and refined their ideas as work progresses to plan and produce a personal and coherent final outcome. The portfolio should contain work which shows the research, exploration, development and evaluation relevant to the final outcome. The portfolio can be up to four sheets of A2. Candidates may use both sides of the paper. They may work in any size or appropriate media but any work that is fragile, three-dimensional or larger than A2 must be photographed. The photographs must be mounted on A2 and clearly labelled. This applies to both the portfolio and the final outcome.

Final outcome: The final outcome should be a resolved piece of work that demonstrates breadth and depth of exploration and inquiry and it must be the candidate's individual response. Candidates may work in any size or appropriate media but any work that is fragile, three-dimensional or larger than A2 must be photographed. The prints must be mounted on A2 and clearly labelled. Component 1 is marked against the assessment criteria at the end of this section. Cambridge International will assess the portfolio and the final outcome together and award a single mark out of 100. Work for this component must not be sent with Component 2.

Component 2: Externally Set Assignment

This is an externally set assignment which is marked by Cambridge International. There is a question paper for this component. You may download the question paper from Cambridge International and give it to candidates as soon as it is released. Refer to the Cambridge Handbook for the year of examination for more information.

There are two parts to this component:

- supporting studies created during the preparation period and
- a final outcome, produced during a supervised test of 8 hours' total duration.

Candidates can choose to work in any of the areas of study and should explore one starting point set by Cambridge International. Candidates produce their supporting studies during the preparation period, after receipt of the paper and before the supervised test.

Candidates explore and develop supporting studies in response to the starting point, producing work leading to a final outcome that is produced during the supervised test.

Candidates may, but do not have to, explore the same area of study for Component 1.

The supporting studies must be taken into the supervised test in order to inform the final outcome. They should show how the candidates have worked through artistic processes towards the assessment objectives. The final outcome should show the results of this process.

Candidates should select supporting studies that show how they have:

- recorded ideas and observations from first-hand studies, such as their own drawings and photography, and

secondary imagery from books, magazines and the internet

- explored and experimented with different media, techniques and processes
- carried out relevant research into artists, designers and cultural influences related to their ideas
- selected, reviewed and refined their ideas as work progresses to plan and produce a personal and coherent final outcome.

The supporting studies can be up to two sheets of A2. Candidates may use both sides of the paper. They may work in any size or appropriate media. Any work that is fragile, three-dimensional or larger than A2 must be photographed. The photographs must be mounted on A2 and clearly labelled. This applies to both the supporting studies and the final outcome. Component 2 is marked against the assessment criteria at the end of this section. Cambridge International will assess both the supporting studies and the final outcome together and award a single mark out of 100. Work for this component must not be sent with Component 1.