

IGCSE

Art and Design: Fine Art,
Graphic Design, Photography,
Textiles

Specification

Edexcel IGCSEs in Art and Design: Fine Art (4FA0),
Graphic Design (4GD0), Photography (4PY0),
Textiles (4TE0)
First examination 2011

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Acknowledgements

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel would like to thank all those who contributed their time and expertise to its development.

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Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in Art and Design is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

Key subject aims

The Edexcel IGCSE in Art and Design enables students to develop:

- creative and imaginative skills, and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical skills
- understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- knowledge and understanding of art, craft and design in contemporary society and in other times and cultures.

About this specification

Key features and benefits of the specification

Key features and benefits are:

- a choice of four different endorsements: Fine Art, Graphic Design, Photography and Textiles
- a single practical examination for the external assessment route
- the opportunity to study local artists and designers
- a thematic examination paper
- a full range of teacher support
- a sound foundation for progression to Edexcel AS and A levels, and equivalent qualifications.

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Specification at a glance

This IGCSE qualification has one assessment, an externally assessed examination and up to three sheets of preparatory studies.

Paper	Paper code: 4FA0/01 (Fine Art) Paper code: 4GD0/01(Graphic Design) Paper code: 4PY0/01 (Photography) Paper code: 4TE0/01 (Textiles)
<ul style="list-style-type: none">• Externally assessed• Availability: June series• First assessment: June 2011	
Overview of content: <ul style="list-style-type: none">• Fine Art OR• Graphic Design OR• Photography OR• Textiles.	
Overview of assessment: <ul style="list-style-type: none">• examination piece (maximum size A2) with six weeks' preparatory time and 10 hours' assessment time• up to three sheets of preparatory studies (maximum size A2 each sheet) carried out during the six-week preparatory period• 100 marks available for this assessment.	

Qualification content

Summary

The four endorsed titles available are:

- IGCSE Art and Design: Fine Art
- IGCSE Art and Design: Graphic Design
- IGCSE Art and Design: Photography
- IGCSE Art and Design: Textiles.

Students can be entered for more than one endorsement in any examination session. Each specification will be awarded a separate IGCSE grade. *Please refer to Student Entry on page 16.*

Art and Design: Fine Art

In the context of this endorsement, students are required to work in at least one of the disciplines of painting, drawing, printmaking and/or sculpture. Further details are given below.

Fine art may be defined as work which is produced as an outcome of the students' personal experience, rather than that which is created exclusively for a practical function, or that which is the outcome of a tightly prescribed brief. It is a means by which ideas are explored, communicated and, through visual information and enquiry, translated into art outcomes.

Work produced for this endorsement will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

For all disciplines within this endorsement, students should:

- undertake visual research, using primary and secondary sources, and record observations, experiences and ideas in appropriate ways. Primary sources must include first-hand experience of original work
- develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately
- understand and use (appropriately and safely) a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology, where appropriate
- know and understand a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.

Painting (available to all students)

Students will be expected to develop a knowledge and understanding of:

- an appreciation of colour, form, tone, texture and shape
- the use of a range of tools and surfaces in painting
- a range of materials for painting and the different purposes of mark-making
- work in at least one of the following mixed media — collage, assemblage and environments (landscape, natural and man-made objects), non-figurative, non-representational and/or abstract art
- technical skills in an appropriate range of media.

Drawing (available to all students)

Students will be expected to develop a knowledge and understanding of:

- an appreciation of form, tone, texture and shape
- the use of a range of tools and surfaces in drawing
- a range of materials for drawing and the different purposes of mark-making
- work in one of the following non-figurative, non-representational and/or abstract drawing
- technical skills in an appropriate range of media.

Printmaking (available to all students)

Students will be expected to develop a knowledge and understanding of:

- origination of personal ideas and the means by which personal ideas are transferred to print
- surface qualities and the transmission of those qualities of block, plate or screen to an alternative surface such as paper or fabric, in order to realise personal intentions
- the appropriateness of the medium to images and the realisation of the full potential of their ideas through the techniques of printmaking
- at least one of the following printing processes — screen-printing, mono-printing, lino-printing, etching, lithography and dry point.

Sculpture (available only to centres approved as International Teaching Institutions)

Students will be expected to develop a knowledge and understanding of:

- producing forms in three dimensions, utilising volume, space, materials and movement
- some of the following processes — fixing or joining materials such as card, metals, plastics using processes such as soldering, brazing, welding, gluing, jointing, riveting and bolting
- some of the following modelling techniques — the manipulation of plastic materials such as clay, plaster, wax using hands and/or tools, carving, cutting and abrading
- the use of some of the following materials — wood, stone, plaster, leather, clay, textiles, card, plastics, wax and found objects/materials.

Students who submit work for sculpture for examination must have their work photographed. The photographs will form evidence for the assessment of the sculpture, and it is essential that they are of a quality to do justice to the students' work.

The photographs should be in colour, and of a size sufficient to show detail of the piece, for example A4. It is expected that four photographs of each piece taken from different angles will be sufficient. The photographs should be mounted on an A2 sheet.

Art and Design: Graphic Design

In the context of this endorsement, students are required to work in at least one of the following disciplines: advertising, illustration, packaging, typography and/or printmaking. Further details are given below.

Graphic design is the communication of information and ideas by visual means. Often, work is realised in two-dimensional form, but carries the illusion of three dimensions, through manipulation of images and the formal elements. The critical elements for a graphic designer are the successful communication of a message through the organisation of words and images.

Students must be alert to the possibilities offered by a huge range of materials and processes within graphic design and of the important role of signs and symbols. In producing graphic solutions to defined problems, students must be able to balance aesthetic and commercial considerations.

Students must investigate specific areas of a problem, determine relevant sources of information and use these to research and further define the problem. Ideas should be developed using appropriate design methodology, recognising the constraints of moral, social, cultural, environmental and legal issues.

For all disciplines within this endorsement, students should:

- undertake visual research, using primary and secondary sources, and record observations, experiences and ideas in appropriate ways. Primary sources must include first-hand experience of original work
- develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately
- understand and use (appropriately and safely) a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology where appropriate
- know and understand a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.

All the work produced in the different disciplines in this endorsement can be produced in digital form. Students are encouraged to explore the creative potential of software packages and realise their ideas through a variety of media.

Before starting the course, students who plan to submit work for graphic design examination should obtain permission from the examination centre if they wish to take equipment such as computers and software into the examination venue.

Advertising (available to all students)

Students will be expected to develop a knowledge and understanding of:

- how graphic design is used to convey information, make a brand image familiar, sell a product or service
- promotional campaigns, corporate identity design
- advertising design briefs, the advertising client, the advertising audience
- the use of images and typography in advertising
- the advertising message and the links to visual images.

Illustration (available to all students)

Students will be expected to develop a knowledge and understanding of:

- the relationships which are established between illustration and narrative
- illustration briefs, the illustration client, the illustration audience
- thumbnail sketches, sketches, dissections, plans and elevations
- one or more of the following — book illustration, magazine illustration, advertising illustration, CD-cover illustration, website illustration.

Packaging (available only to centres approved as international Teaching Institutions)

Students will be expected to develop a knowledge and understanding of:

- how packaging is determined by its contents
- packaging briefs, the packaging client, the packaging audience
- making suitable production drawings
- surface decoration or pattern for packaging
- the development and construction of three-dimensional prototypes
- logical planning procedures for manufacture/making.

Students who submit work for packaging for examination may need to have their work photographed if it is larger than A2 in size, or if it is fragile or bulky. The photographs will form evidence for the assessment of the work, and it is essential that they are of a quality to do justice to the students' work.

The photographs should be in colour, and of a size sufficient to show detail of the work, such as A4. It is expected that four photographs of each piece taken from different angles will be sufficient. The photographs should be mounted on an A2 sheet.

Typography (available to all students)

Students will be expected to develop a knowledge and understanding of:

- the relationship between letter forms, their disposition and text
- the development of font types, serif types and sans serif fonts
- leading, paragraph indents, hanging indents, justification, alignment, headings, kerning and sub-headings
- the specific typographical requirements of one or more of the following — magazine design, newspaper design, leaflet and poster design, website design.

Printmaking (available to all students)

Students will be expected to develop a knowledge and understanding of:

- originating ideas, suitable for use in print, in the context of graphic design
- the skills essential to printmaking
- making judgements confirming an understanding of composition in print and specifically in relation to graphic design work
- the appropriateness of the medium to images and a realisation of the full potential of ideas through a variety of techniques
- one or more of the following printing processes — screen-print mono-print, lino-print, etching, lithography and dry point
- surface qualities and the effect that different techniques have on these surfaces, and how these different techniques can be employed to good effect in graphic design.

Art and Design: Photography

(Available to all students, but before starting such a course private students must check that the examination centre has appropriate facilities. Private students may be responsible for providing their own materials and equipment required for this examination. For other students, centres are responsible for providing the necessary materials, equipment and facilities.)

Photography covers a broad area and is frequently used to document and record ideas and images for use in fine art as well as the graphic disciplines.

Work in photography should form a means of personal enquiry and expression involving the selection and manipulation of images. Students must employ creative approaches which go beyond mere observation and recording. Students are encouraged to work in either silver-based and/or digital technologies.

Students should obtain permission from the examination centre if they wish to take their own computer, printer and photographic paper to the examination venue.

Students who submit photography work for examination should plan their work carefully so as to complete developing and printing within the 10-hour period.

Students should:

- undertake visual research, using primary and secondary sources, and record observations, experiences and ideas in appropriate ways. Primary sources must include first-hand experience of original work
- develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately
- understand and use (appropriately and safely) a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology, where appropriate
- know and understand a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.

Students will be expected to develop a knowledge and understanding of:

- the uses of light as the most important element in photography
- view points, composition, depth of field
- darkroom techniques involving the recognition of appropriate paper types, developing and printing, emulsions, exposures, tone and contrast
- manipulation of the image, either silver-based technology or digital format, through electronic and mechanical means including laser, computer, scanners and photocopiers.

Art and Design: Textiles

(Available to all students, but before starting such a course private students must check that the examination centre has appropriate facilities. Private students may be responsible for providing their own materials and equipment required for this examination. For other students, centres are responsible for providing the necessary materials, equipment and facilities.)

In the context of this specification, students are required to work in at least one of the following disciplines: constructed textiles, dyed textiles, printed textiles, woven textiles. Further details of each are provided below.

Textile design involves the creation, selection and manipulation of textiles across a variety of practices. Contemporary practice is often a hybrid activity which brings together different features of textile disciplines, freely using combinations of different disciplines and often embracing both traditional and contemporary technologies.

A wide range of tools is used in textiles encompassing traditional hand crafts and computer-aided technology. A wide range of natural and manufactured materials including paper, wire, tissue, gauze, plastics, re-cycled packaging and cloths, silk, wool, cotton, polyester and hessian is used to address aspects of design in fashion, furnishing and fine art.

Students who submit work for textiles for examination may need to have their work photographed for it to be sent to Edexcel, if it exceeds A2 in size or if it is fragile or bulky. The photographs will form evidence for the assessment of the work, and it is essential that they are of a quality to do justice to the students' work.

The photographs should be in colour, and of a size sufficient to show detail of the work, for example, A4. It is expected that four photographs of each piece taken from different angles will normally be sufficient. The photographs should be mounted on an A2 sheet.

For all disciplines within this endorsement, students should:

- undertake visual research, using primary and secondary sources and record observations, experiences and ideas in appropriate ways. Primary sources must include first-hand experience of original work
- develop and realise ideas and outcomes, exploring and reviewing possible solutions and modifying work appropriately
- understand and use (appropriately and safely) a range of materials, equipment, processes and techniques in two and/or three dimensions, using information and communication technology, where appropriate
- know and understand a range of work, from contemporary practice, past practice and different cultures, in order to demonstrate an understanding of continuity and change in art, craft and design.

Constructed textiles (available to all students)

Students will be expected to develop a knowledge and understanding of:

- the means of recording and developing ideas in one or more of the following dry media — pencil, charcoal, oil pastels, coloured pencil, chalk, pastels, collage; and one or more of the following wet media — inks, dyes, acrylic pigments, gouache
- the appropriate and necessary manipulative skills for development in colour, materials and construction
- embroidery (hand and sewing machines), appliqué.

Dyed textiles (available to all students)

Students will be expected to develop a knowledge and understanding of:

- the means of recording and developing ideas in one or more of the following dry media — pencil, charcoal, oil pastels, coloured pencil, chalk, pastels, collage; and one or more of the following wet media — inks, dyes, acrylic pigments, gouache
- the appropriate and necessary manipulative skills for development in colour, design and materials
- one or more of the following techniques — batik, silk painting, tie and dye, hand-painting and spraying.

Printed textiles (available to all students)

Students will be expected to develop a knowledge and understanding of:

- the means of recording and developing ideas in one or more of the following dry media — pencil, charcoal, oil pastels, coloured pencil, chalk, pastels, collage; and one or more of the following wet media — inks, dyes, acrylic pigments, gouache
- the appropriate and necessary manipulative skills for development in colour, image and materials
- one or more of the following techniques — mono-print, transfer-relief, relief-print, wood-cut, lino-cut, silkscreen.

Woven textiles (available to all students)

Students will be expected to develop a knowledge and understanding of:

- consideration of the more traditional hand-drawn methods, where appropriate
- some of the following techniques — tapestry, hand-loom, powered loom, off-loom
- the use of wood-frame weaving
- craft skills used in traditional weaving
- the creation of design ideas, carrying these forward to outcomes.

Assessment summary

The Edexcel IGCSE in Art and Design is externally assessed through an examination lasting 10 hours.

Summary of table of assessment

Paper	Paper code: 4FA0/01 (Fine Art) Paper code: 4GD0/01(Graphic Design) Paper code: 4PY0/01 (Photography) Paper code: 4TE0/01 (Textiles)
<ul style="list-style-type: none"> Externally assessed Availability: June series First assessment: June 2011 	

Assessment Objectives and weightings

	% in IGCSE
A01: record observations, experiences and ideas which are appropriate to intentions	25%
A02: analyse and evaluate images, objects and artefacts, making informed connections with the work of others	25%
A03: develop and explore ideas, using a variety of media and processes that are appropriate to intentions	25%
A04: review and refine ideas, modifying work as it progresses, before presenting a coherent personal response.	25%
TOTAL	100%

External examination and preparatory studies

10 hours examination time

6 weeks for preparatory studies

Examination set and marked by Edexcel

This paper will be identical for all the endorsed titles. It represents the summative assessment of learning that has occurred during the IGCSE course.

The paper will be thematic. The theme will change for each examination session. The theme will be the starting point and the question paper will also provide guidance which will be of use to students throughout the examination.

Please note that Edexcel does not provide materials or equipment for students to use.

Preparatory studies

Students will be given a preparatory period of six school weeks before the examination. During this period, students should develop ideas based on the theme, and carry out preparatory studies that show their research and the development of their ideas. Teachers should provide guidance during this period.

The practical examination

The 10-hour period for the examination may be arranged at the discretion and convenience of the centre. This could be over two days, or a longer period of time, but must enable students to have periods of sustained activity where they must work under examination conditions. All work must be the students' own, and therefore centres must ensure that when students' work is left overnight between examination periods, it is secure in the examination room and is not removed for any reason. Students who do not need 10 hours to complete their work may leave the examination.

Students should take their preparatory studies, and any materials and objects required, into the examination.

Students will not be expected to address all the Assessment Objectives in the practical examination piece alone, but across the preparatory studies and the practical examination piece combined, successful students must provide evidence of all the Assessment Objectives, and demonstrate an understanding of their interrelationships.

After the examination

At a suitable time following the timed examination, centres should arrange for students to select, collate and mount those elements of their preparatory studies which they consider to be the most significant. Teachers may give guidance to students on the selection and arrangement of their preparatory work. Students may submit up to three A2 sheets of preparatory work.

Administration and submission of work

This preparatory work should be sent for marking together with the students' examination work. Marks will be lost if preparatory work is not submitted with the examination work.

The preparatory studies and the work produced under examination conditions must be clearly distinguished by labels.

Assessment arrangements

All students' work for this paper will be externally marked. The work must be sent to Edexcel according to instructions available on the Edexcel website (www.edexcel.org.uk). It must be submitted to Edexcel to arrive by the date specified in the examination paper. This will normally be the last day of May.

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which (in CD format) are sent to all active Edexcel centres. The information can also be found on Edexcel's international website:
www.edexcel-international.org/sfc/academic/infomanual/

Combinations of entry

There are no forbidden combinations. Students entering for more than one specification must produce separate and different work for each specification. They must be given the full time allowed for each specification entered.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, IGCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.org.uk/sfc) for:

- the Joint Council for Qualifications (JCQ) policy *Access Arrangements and Special Considerations, Regulations and Guidance Relating to Students who are Eligible for Adjustments in Examinations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Assessing your students

The first assessment opportunity for this qualification will take place in the June 2011 series and in each following June series for the lifetime of the specification.

Your student assessment opportunities

Paper	June 2011	June 2012	June 2013	June 2014
External assessment	✓	✓	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The IGCSE qualification will be graded and certificated on an eight-grade scale from A* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel IGCSE in Art and Design will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Progression

This qualification supports progression to:

- Edexcel GCE AS and A Level in Art and Design
- other related Level 3 courses in Art and Design.

Grade descriptions

Grade A

Candidates combine their knowledge, skills and understanding in resourceful, discriminating and purposeful ways, which sensitively and skilfully record and interpret observations and experiences. They present ideas and the results of thorough research and enquiry in forms that clearly relate to and facilitate the realisation of intentions.

Candidates perceptively and effectively analyse and evaluate images, objects and artefacts. Responses, interpretations and subsequent developments are clearly informed by an understanding of context.

Candidates creatively develop and explore ideas and sustain related activity. They confidently manipulate and exploit appropriate media, processes and resources. Significant relationships are established between process and product, and work is subjected to continuing review, modification and refinement as it progresses.

Candidates present imaginative and personal responses and intentions are realised in a coherent and competent manner. They make perceptive and informed connections between personal lines of enquiry and the work of others.

Grade C

Candidates combine their knowledge, skills and understanding in a generally appropriate manner. They record and respond to observations and experiences and present ideas and results of their research and enquiry in forms that are consistent with intentions.

Candidates analyse and evaluate images, objects and artefacts with a sense of purpose. They demonstrate understanding of context when developing responses.

Candidates effectively develop and explore ideas. They select and employ media, processes and resources appropriately, understand the relationship between process and product and demonstrate an ability to review, modify and refine their work as it progresses. Candidates make connections with the work of others which inform personal responses and support the realisation of intentions.

Grade F

Candidates demonstrate some ability to combine the knowledge, skills and understanding they have developed; they select and record observations and draw upon their experiences and present ideas with some understanding of the links between form and intention.

Candidates make an attempt to analyse and evaluate images, objects and artefacts and, in their responses, evidence modest understanding of context. They develop and explore ideas and use media, processes and resources with some control and understanding and make an attempt to review, modify and refine their work as it progresses.

Candidates make a personal response when endeavouring to realise intentions and seek to make connections between their own work and that of others.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in ‘one-click’. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.org.uk/resultsplus

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.org.uk/asktheexpert

Ask Edexcel — Ask Edexcel is Edexcel’s online question and answer service. You can access it at www.edexcel.org.uk/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don’t find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They’ll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.org.uk

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For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.org.uk

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