



## Adjustments to components for November 2020

This factsheet sets out the adjustments to components we are planning to make available for the November 2020 series. In many cases, you need to apply for permission to use these adjustments using our special consideration process.

We know that our centres are facing different challenges in managing teaching, learning and assessment for November 2020 exam series. We have considered what adjustments we can make to our syllabuses to make it easier for teachers and students to meet the syllabus requirements. We have also described the adjustments we are able to make and general guidance for individual components in this factsheet. We have balanced the circumstances you face with the need to maintain the standard of the qualification. This is so that valid comparisons between performance in this series and previous and future series can be made. This means that the adjustments we make cannot compromise the knowledge, skills and competencies we are assessing in the syllabus.

For each of the components listed below, there may be some general guidance to help teachers and students adapt to the current circumstances. There may also be some specific adjustments to the requirements of the component.

If adjustments are available, you need to apply for permission to use them before the exam or before submitting work.

In some cases, we are not able to make an adjustment to the requirements of the component because of the nature of the subject and the way it is assessed. If this is the case, we have set out information on this factsheet about what centres can do if they cannot complete the component.

To apply for an adjustment set out in this factsheet, you need to apply for special consideration for the relevant candidates. Special consideration is a post-exam adjustment we make to a candidate's mark to allow for some adverse circumstances.

You can submit applications for special consideration for the following circumstances:

- present but disadvantaged candidates.
- candidates absent from a timetabled component for acceptable reasons.
- coursework-related special consideration not related to the published component adjustments set out in this factsheet.
- permission to use the published adjustment to a component set out in this factsheet.

More information on this is available [on our website](#) and in Section 5 of the [Cambridge Handbook](#).

On the following pages, we have provided information for each relevant syllabus and component, where centres may need further support. The information begins with Cambridge IGCSE, IGCSE 9 to 1 and O Level syllabuses, and then covers relevant Cambridge International AS & A Level syllabuses. Components not listed on this document are unchanged.

### Cambridge IGCSE, IGCSE 9 to 1 and O Level

**IGCSE Art & Design 0400/01, 02; IGCSE 9 to 1 Art & Design 0989/01, 02; O Level Art & Design 6090/01, 02, 03**

#### General guidance

Art & Design candidates working from home could consider various approaches. These include setting up a still life arrangement, portraits of family members, views from their home or studies of their home to develop their observational drawing skills. They could also use fabric and collage materials, for example, magazines, newspaper, packaging, textured papers or found objects, to create interesting collages based on their still life. These can then be developed into ideas for their coursework by experimenting with different layouts, choosing a section to make a repeat pattern, adding layers or lettering.

Candidates could photograph their drawings and collages, then scan them into drawing software. They could then experiment with changing the scale or colours, or use them as background ideas for fashion or graphic design. Photographing and documenting their surroundings can also be a good way to develop observational and recording skills.

Candidates can also benefit from sketching and making a visual journal, in which they storyboard and document their daily life visually. Approaches such as making models out of packaging or materials found around the home can be creative and lead ideas into new directions.

Several major art galleries and museums have moved their collections online. This presents a chance for research into the work of artists or designers and to think about what influenced them. Candidates can take inspiration from established artists to adapt techniques into forms that can be used at home. For example, drawing onto cardboard, mono-printing and photographing or painting scenes from daily life. Encourage candidates to use these resources where they are available. Some candidates may want to adapt or change their work depending on the availability of the resources. Candidates can access material online and use this to compare and contrast with their own practical work.

Candidates can work with first-hand sources from home by considering different approaches. For example, a still life arrangement, portraits of family members, views from their home or studies of their home to develop their observational drawing skills.

Candidates can prepare work for their coursework and supporting studies for their externally set assignment outside of the centre. However, they must produce their final outcome for their coursework and their final outcome for their externally set assignment in the centre.

If candidates cannot complete the component, [apply for the following](#):

- If a candidate is not able to complete either their coursework final outcome or their externally set assignment final outcome, you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'.
- If a candidate is not able to complete both their coursework final outcome and their externally set assignment final outcome, we will be unable to release a grade for the syllabus. Please see Section 5.5.3 of the [Cambridge Handbook](#) for more information.

### IGCSE American History (US) 0409/03

#### General guidance on the research-based essay

Candidates could research an individual or event for which online material is available. If candidates choose to research a site, they could choose a site that has a website or a 360-degree video available, as this could be helpful if candidates cannot visit the site in person. Some sites might also have documentaries available, which could offer the flavour of a visit.

To help candidates know how to present their material, you could also post examples of referencing or schedule a skills session via a video conferencing platform before candidates draft their coursework.

### IGCSE Music 0410/02; IGCSE 9 to 1 Music 0978/02, O Level Music 6110/02

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

We recognise that in some cases candidates may not be able to fulfil the following requirement for component 02 (Performing):

(ii) sing or play in an ensemble – either one piece or two short contrasting pieces (which should be on the same instrument – but this does not need to be the same instrument as that offered for individual performing).

In specific cases where candidates are not able to fulfil this requirement, they may complete part (i) of the component requirements only:

(i) sing or play individually – either one piece or two short contrasting pieces (which should be on the same instrument).

The total playing time for parts (i) and (ii) should be between 4 and 10 minutes. Where candidates are only able to complete part (i) of this component, it is not necessary to extend the duration of part (i) to reach the usual minimum playing time of 4 minutes. However, in these cases the total playing time should not be less than 2 minutes.

When marking the candidate's task and completing paperwork, please only provide a mark for the performance the candidate has completed. This means that if the candidate has only completed the individual performance, you should record a mark out of 25 for this performance. Do not record a mark for the ensemble performance. The candidate's mark will be adjusted by Cambridge during external moderation to account for this.

### IGCSE Music 0410/03; IGCSE 9 to 1 Music 0978/03

#### General guidance

Candidates can complete their composing work outside of the centre. Handwritten scores are accepted, and free composition or music notation software is readily available for students to download. Candidates could record the composition using a mobile phone or auto-playback generated by their computer. Submit the recording in a file type specified on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

If candidates cannot complete the component, [apply for the following](#):

If a candidate cannot complete their composing work outside of centre because they do not have access to a computer and cannot produce a handwritten score, you should apply for special consideration absent from a component for an acceptable reason. Please see Section 5.5.3 of the [Cambridge Handbook](#) for more information.

### IGCSE Physical Education 0413/02; IGCSE 9 to 1 Physical Education 0995/02

#### General guidance on practising coursework skills remotely

Local regulations may vary in different parts of the world. While in some countries local regulations are starting to relax, in others they are still in place. You should follow local government safety guidelines. Where allowed by your government, we suggest that candidates practise their chosen sports and work on their skills under supervision, making sure that they keep safe and avoid injury.

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

Candidates should complete one physical activity only from those listed in the syllabus. There is therefore no requirement for the candidate to cover two areas. Teachers should mark the one physical activity according to the marking criteria. Do not adjust the mark to account for other physical activities or for reduced evidence. This means that you should record one physical activity and its mark out of 25 on the Coursework Assessment Summary Form and submit this mark for the component.

The teacher can assess activities outside the centre's curriculum (where students have developed ability through other providers, for example a local club). However, in all cases the activity must be on the list of activities in section 2 of the Coursework Guidelines. You can find the Coursework Guidelines on the syllabus page of our website.

A person who is not the candidate's teacher may record them completing the physical activity. However, the recording must be completed according to the requirements of the Coursework Guidelines. It must include all the information we specify is needed in the recording.

In all cases, the teacher is responsible for monitoring, assessing and standardising the candidate's work according to the criteria in the Coursework Guidelines.

### IGCSE Design & Technology 0445/02; IGCSE 9 to 1 Design & Technology 0979/02; O Level Design & Technology 6043/02

#### General guidance

We are aware that candidates might not have access to the materials they need. Until they do, candidates may keep working on their sketches, drawings and photographs of stages of the development. Where appropriate, they may also work on the other information needed for their coursework. For example, their reasons for choosing specific materials, tools, equipment, finishes, etc.

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

If it is not possible to complete Product Realisation for the component, the candidate should try to produce a prototype or model of the product they were planning to make. If it is not possible to produce a prototype, the candidate should be able to complete all other aspects of the project. You should send photos of each candidate's prototype only rather than the actual prototype when you submit the candidate work. Each candidate should, as part of their portfolio, ensure that they show detailed designs and photos of them making the prototype, annotating their work. In their evaluation, each candidate should mention points of reflection/issues arising and how they would propose solutions to these issues.

When marking the work and preparing paperwork to send to us, please give a mark for the parts of the project the candidate has completed. Give a mark of 0 for the parts of the project they have not completed. The candidate's mark for these sections will be determined by Cambridge during external moderation.

Candidates should make full use of the materials available to them when developing and creating their product. This includes materials they may have at home or outside of the centre, such as textiles. However, it must be possible to assess the outcome using the coursework assessment criteria in the syllabus.

Candidates should still be able to identify a need or opportunity with an analysis leading to a design brief. If relevant, candidates can identify a need or opportunity based on the current situation. If a candidate cannot access the required resources to do their research, you can provide them with research materials to choose from.

### IGCSE Enterprise 0454/02

#### General guidance

Candidates can work alone or remotely in groups. Candidates working alone should carry out a small, simple project that allows them to complete all the activities themselves.

Candidates could consider the following:

- Negotiation could be done by email instead of face to face. For example, they could be negotiating with a relative for start-up finance or use of resources. They should keep their email communications as electronic evidence.
- An Enterprise project could be done at home or electronically. For example, selling items online, doing household chores, washing cars, making and selling cakes, etc. They could set this up electronically and arrange to deliver the items, following local regulations.
- The project does not need to succeed. When evaluating the project, there is still plenty to discuss if their project is not a success, regardless of the reason why.
- The presentation could be done remotely, for example, via a video-conferencing platform or recorded and emailed to the teacher.

### IGCSE Global Perspectives 0457/03

#### General guidance

The component 3 Team Project must involve collaboration between team members. Candidates can still complete their team project using remote communication methods. For example, through email, video chat and instant messenger services. They should provide examples of difficulties they faced and how they overcame them, and how they organised work within the team. Candidates need to provide their teacher with evidence of their collaboration.

Teachers must be in a position to authenticate candidates' coursework when you submit it. To help you do this remotely, you can:

- check in with your candidates regularly about their progress.
- ask candidates to submit their draft work electronically for you to review, where appropriate.
- supervise your candidates' work using online systems with video capability provided you have the necessary permissions to do this.
- refer to our advice about plagiarism.

### IGCSE Geography 0460/03; IGCSE 9 to 1 Geography 0976/03

#### General guidance on fieldwork

Many centres undertake the same fieldwork tasks every year. Where this is the case, teachers may be able to use data collected previously and discuss the data collection methodology with candidates. If candidates are not able to collect their own primary data, they can use such data to revise methodologies and explain what they would have done to collect primary data for their coursework. They can also use this for the data representation, evaluation and conclusion sections of their coursework.

Where centres cannot use previously collected data, candidates can use secondary data instead of primary data. To help them do this, candidates could use a wide range of online resources. For example, a centre could source secondary weather data from two different centre weather stations at different locations. Data from such weather stations are often shared online on the centres' websites. Candidates could use this data (atmospheric pressure, wind speed and other weather readings) as the basis of a hypothesis, for example, 'Wind direction affects the amount of rainfall at a school in Sydney more than it does at a school in London'.

### IGCSE Travel & Tourism 0471/03; O Level Travel & Tourism 7096/03

#### General guidance on how candidates can prepare their investigation report from home

Candidates can do the primary research element of the coursework remotely, for example, by email or telephone. Their written research report can also be completed from home. Where appropriate and in compliance with local safeguarding requirements, candidates can conduct research, surveys and interviews online instead of face to face. There are also many online resources that can help candidates to gather information for their coursework from home, for example, academic journals and fieldwork tutorials. Some art collections and museums can be visited online. Teachers may signpost subject-specific resources that will allow candidates to conduct research, complete surveys and practise key skills to help them with their coursework.

Teachers must be able to authenticate their candidates' work. To help you do this remotely, you can:

- check in with your candidates regularly about their progress.
- ask candidates to submit their draft work electronically for you to review, where appropriate.
- supervise your candidates' work using online systems with video capability provided you have the necessary permissions to do this.
- refer to our advice about plagiarism.

#### Speaking tests without confidential material

### IGCSE English First Language 0500/04; IGCSE 9 to 1 English First Language 0990/04; IGCSE Spanish First Language 0502/05; Chinese Second Language 0523/03; Bahasa Indonesia 0538/03; IGCSE Urdu as a Second Language 0539/05

#### General guidance

For these components, you should try to administer the speaking test as normal, according to the syllabus requirements. Where this is not possible, you can conduct the test remotely. However, you must make sure that the candidate does not have access to any materials not normally permitted in the speaking test. To do this, you will need to use a video call to check the materials the candidate has access to for the test. Once you have completed this check, you can conduct the rest of the test as an audio call.

You must record each speaking test you conduct remotely, as you normally would. Send all candidate recordings to us as one submission so we can moderate them. Submit the speaking test recordings for the component to us in a file format specified on the samples database:

[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

### Speaking tests with confidential material

**IGCSE Core English as a Second Language 0465/03; IGCSE English as a Second Language 0511/51, 52, 53; IGCSE 9 to 1 English as a Second Language 0991/51; IGCSE Japanese 0519/03; IGCSE French 0520/03; IGCSE 9 to 1 French 7156/03; IGCSE German 0525/03; IGCSE 9 to 1 German 7159/03; IGCSE Spanish 0530/0; IGCSE 9 to 1 Spanish 7160/03; IGCSE Malay 0546/03; IGCSE Mandarin Chinese (Foreign Language) 0547/03**

#### General guidance

Candidates can practise the skills required for their speaking tests from home. For example, by having online conversations with teachers and other candidates via a video-conferencing platform.

If candidates intend to wear a mask during their actual speaking test, they could practise having conversations wearing a mask. This might mean that candidates will need to adjust the way they speak. For example, they might need to speak more loudly and clearly to make sure that they can be understood. For speaking tests with confidential material, the test must be conducted face to face with the examiner. It cannot be conducted remotely. This is because of the security of the confidential materials, and how they are used during the test.

If candidates cannot complete the component, apply for the following:

If your candidate is not able to complete the test because a face-to-face test is not possible, you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'. Please see section 5.5.3 of the [Cambridge Handbook](#) for more information.

### Speaking tests that are separately endorsed

**IGCSE English as a Second Language 0510/ 51, 52, 53; IGCSE 9 to 1 English as a Second Language (Speaking endorsement) 0993/05; IGCSE Afrikaans as a Second Language 0548/05; IGCSE Hindi as a Second Language 0549/03**

#### General guidance

Candidates can practise the skills required for their speaking tests from home. For example, by having online conversations with teachers and other candidates via a video-conferencing platform.

If candidates intend to wear a mask during their actual speaking test, they could practise having conversations wearing a mask. This might mean that candidates will need to adjust the way they speak. For example, they might need to speak more loudly and clearly to make sure that they can be understood.

For speaking tests with confidential material, the test must be conducted face to face with the examiner. It cannot be conducted remotely. This is because of the security of the confidential materials, and how they are used during the test.

If candidates are not able to complete the component, [apply for the following](#):

As this speaking component is separately endorsed, we are not able to calculate an assessed mark for the component. This means that if your candidate is not able to complete the test because a face-to-face test is not possible, they will not receive a separately endorsed grade for speaking. The candidate will still be eligible for their syllabus grade, provided that they complete the other components in the syllabus. If a candidate is not able to complete other syllabus components for an acceptable reason, see section 5.5 of the [Cambridge Handbook](#), 'Candidate absent from a timetabled component for acceptable reasons'.

### IGCSE Agriculture 0600/02; O Level Agriculture 5038/02

#### General guidance

Candidates are not required to complete the four practical activities in different teaching terms for this component. This adjustment can be made for specific candidates at the centre or for all of your candidates.

### Science practical exams

**IGCSE Biology 0610/51, 52, 53; IGCSE 9 to 1 Biology 0970/52; O Level Biology 5090/31, 32; IGCSE Chemistry 0620/51, 52, 53; IGCSE 9 to 1 Chemistry 0971/52; O Level Chemistry 5070/31, 32; IGCSE Physics 0625/51, 52, 53; IGCSE 9 to 1 Physics 0972/52; O Level Physics 5054/31, 32; IGCSE Physical Science 0652/51, 52; IGCSE Combined Science 0653/51, 52, 53; IGCSE Coordinated Sciences (Double) 0654/51, 52, 53; IGCSE 9 to 1 Coordinated Sciences 0973/51**

#### General guidance

Practical skills should be taught and practised as an integral part of all science courses. We recommend that all candidates, whether they are taking practical exams or 'alternative to practical' exams, should prepare by doing practical experiments at the centre. However, we are aware that many candidates are currently not able to carry out practical work at the centre.

Candidates can practise many practical skills remotely. Teachers can use sample results from experiments that were carried out in class. These will allow candidates to practise skills such as graph plotting, data analysis and drawing conclusions. Teachers can also use the experiments described in past papers to develop candidates' planning and evaluation skills.

You may also choose to prioritise teaching theory work while the centre is closed. You can then prioritise practical work when you are able to reopen. Science practical exams cannot take place remotely.

If candidates cannot complete the component, [apply for the following](#):

Candidates can be entered for an alternative to practical route. Or, if they are not able to attend a science practical exam, you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'. Please see section 5.5.3 of the [Cambridge Handbook](#) for more information.

### IGCSE Food & Nutrition 0648/02; O Level Food & Nutrition 6065/02

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

You can select three (instead of five) of the eight possible test questions for their candidates, according to their candidates' level of preparation and access to ingredients. You can schedule a candidate's Practical Test **more than a week** after the Planning Session. This will support social distancing and allow more time to source the ingredients.

Encourage candidates to select dishes that it will be feasible for them to make, bearing in mind the availability of ingredients. Candidates may also source relevant ingredients themselves. If replacement ingredients are needed, the Practical Examiner should note them on the Practical Test Working Mark Sheet. If an ingredient cannot be sourced or replaced, the candidate should make what they can with the ingredients available to them. The Practical Examiner should record details of this on the Practical Test Working Mark Sheet and on the Supervisor's Report (supplied in the Confidential Instructions).

You should mark the Practical Test as normal following the guidance in the Practical Test Handbook. Record marks for all candidates on the forms described in the syllabus. If an ingredient cannot be sourced or replaced, mark the candidate's work based on what they have been able to do in the circumstances. Submit the work to us so we can moderate it. Do not adjust any candidate's mark to account for the difficulties experienced in sourcing ingredients.

### O Level Literature in English 2010

#### General guidance

You should try to cover the whole course. Component 2 (Drama) gives candidates the choice to answer either a question on each of two different texts, or two questions on the same text. If you have not been able to teach two Drama texts, candidates may take the existing route of answering two questions on the one text they have studied.

### O Level Fashion and Textiles 6130/03

#### General guidance

Candidates could create garments at home either using a sewing machine, if available, or by hand sewing. Teachers could provide guidance online. Candidates might also find it helpful to use guidance from online resources, such as downloadable tutorials or patterns.

Teachers must be able to authenticate their candidates' work. To help you do this remotely, you can:

- check in with your candidates regularly about their progress.
- ask candidates to submit their draft work electronically for you to review, where appropriate.
- supervise your candidates' work using online systems with video capability, provided you have the necessary permissions to do this.
- refer to our advice about plagiarism.

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

Candidates can submit one fashion garment or one fashion accessory instead of both of these. They should also submit an accompanying folder of supporting evidence for the garment or accessory. When marking the candidate's work and completing forms, you should mark the item out of 20 and the accompanying folder out of 20, totalling to a mark out of 40. You should not adjust the mark to account for the missing item or missing accompanying folder. We will adjust the candidate's mark when we moderate the work.

### O Level CDT Design & Communication 7048/02

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

If it is not possible to complete Product Realisation for the component, the candidate should try to produce a prototype or model of the product they were planning to make. If it is not possible to produce a prototype, the candidate should be able to complete all other aspects of the project. You should send photos of each candidate's prototype only rather than the actual prototype when you submit the candidate work. Each candidate should, as part of their portfolio, ensure that they show detailed designs and photos of them making the prototype, annotating their work. In their evaluation, each candidate should mention points of reflection/issues arising and how they would propose solutions to these issues.

When marking the work and preparing paperwork to send to us, please give a mark for the parts of the project the candidate has completed. Give a mark of 0 for the parts of the project they have not completed. We will adjust the candidate's mark when we moderate the work.

Candidates should make full use of the materials available to them when developing and creating their product. This includes materials they may have at home or outside of the centre, such as textiles. However, it must be possible to assess the outcome using the coursework assessment criteria in the syllabus.

Candidates should still be able to identify a need or opportunity with an analysis leading to a design brief. If relevant, candidates can identify a need or opportunity based on the current situation. If a candidate cannot access the required resources to do their research, you can provide research material for them to choose from.

### Cambridge International AS & A Level

#### AS Level Environmental Management 8291/03

##### General guidance on practical investigations for the report

The report may focus on a local, regional or global issue. It may be based on secondary source material and/or internet data. Where it is practical to do so, candidates can use primary sources and field data collection. If this is not possible, candidates can use secondary source material and/or internet data only.

##### Speaking tests

#### AS Level French Language 8682/01, AS Level German Language 8683/01, AS Spanish Language 8685/01, AS & A Level French 9716/01, AS & A Level German 9717/01, AS & A Level Spanish 9719/01

##### General guidance

For these components, you should try to administer the speaking test as normal, according to the syllabus requirements. Where this is not possible, you can conduct the test remotely, but you must make sure that the candidate does not have access to any materials not normally permitted in the speaking test. To do this, you will need to use a video call to check the materials the candidate has access to for the test. Once you have completed this check, you can conduct the rest of the test as an audio call.

You must record each speaking test you conduct remotely, as you normally would, and compile all candidate recordings in a single submission to Cambridge for external moderation. Submit the speaking test recordings to us in a file format specified on the samples database [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for the component.

#### AS & A Level Global Perspectives 9239/03

##### General guidance

The component 3 Team Project must involve collaboration between team members. Candidates can still complete their team project using remote communication methods, through email, video chat and instant messenger services. They should provide examples of difficulties they faced and how they overcame them and how they organised work within the team. Candidates need to provide evidence of their collaboration to their teacher.

Teachers must be in a position to authenticate candidates' coursework when you submit it. To help you do this remotely, you can:

- check in with your candidates regularly about their progress.
- ask candidates to submit their draft work electronically for you to review, where appropriate.
- supervise your candidates' work using online systems with video capability provided you have the necessary permissions to do this.
- refer to our advice about plagiarism.

#### AS & A Level Travel & Tourism 9395/02

##### General guidance on how candidates can prepare their investigation report from home

Candidates can do the primary research element of the coursework remotely, for example, by email or telephone. They can also complete their written research report from home. Where appropriate and in compliance with local safeguarding requirements, candidates can conduct research, surveys and interviews online instead of face to face. There are also many online resources that can help candidates to gather information for their coursework from home, for example, academic journals and fieldwork tutorials. Some art collections and museums can be visited online. Teachers may signpost subject-specific resources that will allow candidates to conduct research, complete surveys and practise key skills to help them with their coursework.

Teachers must be able to authenticate their candidates' work. To help you do this remotely, you can:

- check in with your candidates regularly about their progress.
- ask candidates to submit their draft work electronically for you to review, where appropriate.
- supervise your candidates' work using online systems with video capability provided you have the necessary permissions to do this.
- refer to our advice about plagiarism.

### General guidance on how candidates can plan and manage a tourism event remotely

We are aware that it may be difficult or not possible for candidates to run an event as usual in the current situation. However, candidates could consider running an online event, subject to local safeguarding requirements. Planning, organisation and evaluation of the event can be done remotely using online platforms or email.

Suitable online events could include:

- an online tourism seminar.
- an online talk, e.g. guest speakers on Dark Tourism.
- an online Travel & Tourism debate, e.g. is ecotourism just another marketing tool?
- an online cultural tourism conference.
- an online travel programme with information from different contributors about destinations, sustainability, etc.
- an online launch of a Travel & Tourism radio programme – with features on tourism destinations.
- an online Travel & Tourism app or blog, e.g. with details of the safest ways to travel.
- virtual tours of visitor attractions, hotels, destinations or resorts.

Evidence of the team working collaboratively can be produced electronically via online discussions and interactions. Examples include blogs, group chats or use of social media platforms. Evidence of witnessing the event can be produced using screen shots of social media advertisements and discussions, and evidence of online meetings or group chats. Candidates need to demonstrate excellent customer service for the evaluation section of the coursework. They can achieve this through interactions via email, online meetings and group chats with internal and external customers.

These online or electronic versions of evidence and events can still fulfil the assessment objectives and criteria for component 2 of the AS Level.

### AS Level Physical Education 9396/02

If centres cannot complete the component, [apply for permission to use the following adjustment](#):

Candidates may complete **one physical activity only** from those listed in the syllabus **as available for the component**. Candidates must also complete an **Action Plan** (see below). There is therefore no requirement for the candidate to cover two areas. Teachers should mark the one physical activity according to the marking criteria. They should not adjust the mark to account for other physical activities or for reduced evidence.

On the Coursework Assessment Summary Form, you should record one physical activity and its mark out of 30. Also give a mark out of 30 for the Action Plan. You should submit a mark out of 60 for the component: combine the mark for the physical activity out of 30 and the mark for the Action Plan out of 30.

A person who is not the teacher may record candidates completing this physical activity. However, the recording must be completed according to the requirements of the Coursework Guidelines. It must also include all the information we specify. You can find the Coursework Guidelines on the syllabus page of our website.

In all cases, the teacher is responsible for monitoring, assessing and standardising the candidate's work according to the criteria in the Coursework Guidelines.

Candidates may complete their **Action Plan** based on **any of the physical activities** listed in the syllabus as available for this component, **apart from Weight Training**.

### A Level Physical Education 9396/04

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

Candidates may complete **one physical activity only** from any of those listed in the syllabus **as available for this component**. They must also complete the **Evaluation and Appreciation of Performance** (see below). There is therefore no requirement for the candidate to cover two areas. Teachers should mark the one physical activity according to the marking criteria. They should not adjust the mark to account for other physical activities or reduced evidence.

On the Coursework Assessment Summary Form, you should record one physical activity and its mark out of 30. Also record a mark out of 30 for the Evaluation and Appreciation of Performance. You should submit a mark out of 60 for the component: combine the mark for the physical activity out of 30 and the mark for the Evaluation and Appreciation of Performance out of 30.

A person who is not the teacher may record candidates completing this activity. However, the recording must be completed according to the requirements of the Coursework Guidelines. It must also include all the information we specify. You can find the Coursework Guidelines on the syllabus page of our website.

In all cases, the teacher is responsible for monitoring, assessing and standardising the candidate's work according to the criteria in the Coursework Guidelines.

Candidates may complete their **Evaluation and Appreciation of Performance** based on **any of the physical activities** listed in the syllabus as available for the component.



### AS & A Level Art & Design 9479/01, 02, 03

#### General guidance

Art & Design candidates working from home could consider various approaches. These include setting up a still life arrangement, portraits of family members, views from their home or studies of their home to develop their observational drawing skills. They could also use fabric and collage materials, for example, magazines, newspaper, packaging, textured papers or found objects, to create interesting collages based on their still life. These can then be developed into ideas for their coursework by experimenting with different layouts, choosing a section to make a repeat pattern, adding layers or lettering.

Candidates could photograph their drawings and collages, then scan them into drawing software. They could then experiment with changing the scale or colours, or use them as background ideas for fashion or graphic design. Photographing and documenting their surroundings can also be a good way to develop observational and recording skills.

Candidates can also benefit from sketching and making a visual journal, in which they storyboard and document their daily life visually. Approaches such as making models out of packaging or materials found around the home can be creative and lead ideas into new directions.

Several major art galleries and museums have moved their collections online. This presents a chance for research into the work of artists or designers and to think about what influenced them. Candidates can take inspiration from established artists to adapt techniques into forms that can be used at home. For example, drawing onto cardboard, mono-printing and photographing or painting scenes from daily life. Encourage candidates to use these resources where they are available. Some candidates may want to adapt or change their work depending on the availability of the resources. Candidates can access material online and use this to compare and contrast with their own practical work.

Candidates can work with first-hand sources from home by considering different approaches. For example, a still life arrangement, portraits of family members, views from their home or studies of their home to develop their observational drawing skills.

Candidates can prepare work for their coursework and supporting studies for their externally set assignment outside of the centre. However, they must produce their final outcome for their coursework and their final outcome for their externally set assignment in the centre.

For their Personal Investigation, candidates must complete their practical work alongside their written analysis, so that they form a cohesive and integrated piece of work. Candidates must produce their practical work in the centre.

If candidates cannot complete the component, [apply for the following](#):

If a candidate cannot complete one or more of the components for this syllabus, you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'. However, if candidates are not able to complete multiple components for this syllabus, there may not be enough evidence to calculate an assessed mark for the component. For more information, see the [Cambridge Handbook](#), section 5.5.3.

### AS & A Level Digital Media & Design 9481/01, 03

#### General guidance on working remotely

If candidates have access to their own device and software, they could research ideas for animations, photographic stories or montages by recording their own surroundings and family life. They could also do storyboarding or plan animations or films, either on paper or using drawing software. Candidates could look for opportunities for creative problem-solving. For example, designing digital elements for information websites or apps (e.g. related to teaching online or to information about public health).

Candidates could also research artists, filmmakers or photographers to inform their ideas. They could look at different ways of working, both digital and using drawing, collage and mixed media. These collaged or drawn works could be scanned and used as backgrounds for design work. Or they could be animated to music to form a projection or moving image work. Candidates could use online surveys with their friends and families to gather feedback to inform the development of their ideas.

### AS & A Level Music 9483/02

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

Wherever possible, candidates should complete both parts (i) and (ii) of the component, using the guidance below. If the candidate is not able to complete both parts of the component, you should apply for permission to complete **one of the parts only**. When you are marking the component and completing the forms, you should only mark the part the candidate has been able to complete. Do not provide marks for parts of the component that the candidate has not been able to complete.

For **part (i) Performing**, there is no compulsory requirement to perform in an ensemble. Candidates may therefore perform solo work if ensemble work is not possible. They may use a backing track.

For **part (ii) Composing**, handwritten scores are accepted and free composition or music notation software is readily available for candidates to download. Candidates could record the composition using a mobile phone or auto-playback generated by their computer. Submit the recording to us in a file type specified on the samples database:

[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

If a candidate cannot complete both parts (i) and (ii), you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'. Please see section 5.5.3 of the [Cambridge Handbook](#) for more information.

### AS & A Level Music 9483/03

#### General guidance

For **Performing**, there is no compulsory requirement to perform in an ensemble. Candidates may therefore perform solo work if ensemble work is not possible. They may use a backing track.

If candidates cannot complete the component, [apply for the following](#):

If a candidate cannot complete their performing work outside of the centre because they do not have access to their instrument, you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'. However, if candidates are not able to complete multiple components for this syllabus, there may not be enough evidence to calculate an assessed mark for the component. Please see section 5.5.3 of the [Cambridge Handbook](#) for more information.

### AS & A Level Music 9483/04

For **Composing**, candidates can complete their composing work outside of the centre. Handwritten scores are accepted and free composition or music notation software is readily available for students to download. Candidates could record the composition using a mobile phone or auto-playback generated by their computer. Submit the recording to us in a file type specified on the samples database:

[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

If candidates cannot complete the component, [apply for the following](#):

If a candidate cannot complete their composing work outside of the centre because they do not have access to a computer and cannot produce a handwritten score, you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'. However, if candidates are not able to complete multiple components for this syllabus, there may not be enough evidence for us to calculate an assessed mark for the component. Please see section 5.5.3 of the [Cambridge Handbook](#) for more information.

### AS & A Level Music 9483/05

#### General guidance

For the **Research Study**, candidates should be able to complete this work remotely.

If candidates cannot complete the component, [apply for the following](#):

If a candidate cannot complete their Research Study outside of the centre, you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'. However, if candidates are not able to complete multiple components for this syllabus, there may not be enough evidence for us to calculate an assessed mark for the component. Please see section 5.5.3 of the [Cambridge Handbook](#) for more information.

### AS & A Level Media Studies 9607/01, 03

#### General guidance

We are aware that for candidates to work safely, they might have difficulties in filming or might need to change locations or groups. Candidates are permitted to do this. They should explain on their blog any changes they needed to make and why. Candidates are also able to work on their projects individually, rather than in a group.

### AS & A Level Design & Textiles 9631/02

#### General guidance

You should consider the complexity of the task you set. Adjust it accordingly if you think that candidates have been affected by loss of teaching time, or lack of available resources.

If candidates cannot complete the component, [apply for the following](#):

If candidates are not able to complete the component for a reason related to Covid-19, you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'. Please see section 5.5.3 of the [Cambridge Handbook](#) for more information.

### AS & A Level Design & Textiles 9631/04

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

Candidates may produce one investigative item or piece of coursework, instead of three pieces. You should still submit an accompanying folder demonstrating the candidate's research, planning, implementation and evaluation for this item (approximately 1000 words).

### Science practical exams

**AS & A Level Biology 9700/31, 33, 34, 35, 36; AS & A Level Chemistry 9701/31, 33, 34, 35, 36; AS & A Level Physics 9702/31, 33, 34, 35, 36**

#### General guidance

You should teach and practise practical skills as an integral part of all science courses. We recommend that all candidates should prepare by doing practical experiments at the centre. However, we are aware that many candidates are currently not able to carry out practical work in the centre.

Candidates can practise many practical skills remotely. Teachers can use sample results from experiments that were carried out in class. These will allow candidates to practise skills such as graph plotting, data analysis and drawing conclusions. Teachers can also use the experiments described in past papers to develop candidates' planning and evaluation skills.

You may also choose to prioritise teaching theory work while the centre is closed. You can then prioritise practical work when you are able to reopen. Science practical exams cannot take place remotely.

If candidates cannot complete the component, [apply for the following](#):

If a candidate is not able to attend a science practical exam, you should apply for special consideration – 'Candidate absent from a timetabled component for acceptable reasons'. Please see section 5.5.3 of the [Cambridge Handbook](#) for more information.

### AS & A Level Design & Technology 9705/02, 04

If candidates cannot complete the component, [apply for permission to use the following adjustment](#):

If it is not possible to complete Product Realisation for the component, the candidate should try to produce a prototype or model of the product they were planning to make. If it is not possible to produce a prototype, the candidate should be able to complete all other aspects of the project. When marking the work and preparing paperwork to send to us, please give a mark for the parts of the project the candidate has completed. Give a mark of 0 for the parts of the project they have not completed. We will work out a mark for these parts of the component when we moderate the work.

Candidates should make full use of the materials available to them in the development and realisation of their product. This includes materials they may have at home or outside of the centre, such as textiles. However, it must be possible to assess the outcome using the coursework assessment criteria in the syllabus.

Candidates should still be able to identify a need or opportunity with an analysis leading to a design brief. If relevant, candidates can identify a need or opportunity based on the current situation. If a candidate cannot access the required resources to do their research, you can provide research material for them to choose from.

**Learn more!** For more information please visit [www.cambridgeinternational.org/examsOfficers](http://www.cambridgeinternational.org/examsOfficers) or contact Customer Services on +44 (0)1223 553554 or email [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)