Syllabus

Cambridge IGCSE™ (9–1) Information and Communication Technology 0983

Use this syllabus for exams in 2026, 2027 and 2028. Exams are available in the June and November series.

This syllabus is not available in all administrative zones. Please check the syllabus page at www.cambridgeinternational.org/0983 to see if this syllabus is available in your administrative zone.
Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, are rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources. Learn more about our research at www.cambridgeassessment.org.uk/our-research/

We believe education works best when curriculum, teaching, learning and assessment are closely aligned. Our programmes develop deep knowledge, conceptual understanding and higher-order thinking skills, to prepare students for their future. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10,000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

Feedback from: Christoph Guttenag, Dean of Undergraduate Admissions, Duke University, USA

Quality management
Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at www.cambridgeinternational.org/about-us/our-standards/
Important: Changes to this syllabus
The latest syllabus is version 1, published September 2026. There are no significant changes which affect teaching.
Any textbooks endorsed to support the syllabus for examination from 2023 are still suitable for use with this syllabus.
1 Why choose this syllabus?

Key benefits

Cambridge IGCSE is the world’s most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 5000 schools in 150 countries.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE (9–1) Information and Communication Technology provides learners with the ability to use a broad range of ICT skills and encourages knowledge and understanding of the development of ICT systems, networks and their safe use.

This course provides learners with the ability to understand the rapid change of ICT in a technology-based world and the impact ICT has on the world.

Learners in a modern ICT based world need to have the ability to gather, process and manipulate data; this course helps learners to fulfil this.

Our approach in Cambridge IGCSE (9–1) Information and Communication Technology encourages learners to be:

- **confident**, in applying knowledge and understanding of ICT technologies and using skills to solve ICT problems, both as individuals and working with others
- **responsible**, for themselves, responsive to and respectful of others with particular consideration to physical safety and eSafety
- **reflective**, in their ability to learn and develop ICT skills
- **innovative**, in the way that they use ICT-based solutions to solve problems and identify alternative solutions to solve problems
- **engaged**, socially, in the work that they undertake and to interrogate unfamiliar situations to provide ICT-based solutions.

**School feedback**: ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

**Feedback from**: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia
International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE (9–1) Information and Communication Technology gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including Cambridge International AS & A Level Information Technology.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

Feedback from: Managing Director of British School of Egypt BSE
Supporting teachers

We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. We provide a wide range of resources, detailed guidance, innovative training and targeted professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support

<table>
<thead>
<tr>
<th>Planning and preparation</th>
<th>Teaching and assessment</th>
<th>Learning and revision</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabuses</td>
<td>Endorsed resources</td>
<td>Example candidate responses</td>
<td>Candidate Results Service</td>
</tr>
<tr>
<td>Schemes of work</td>
<td>Online forums</td>
<td>Past papers and mark schemes</td>
<td>Principal examiner reports for teachers</td>
</tr>
<tr>
<td>Specimen Question Papers and Mark Schemes</td>
<td></td>
<td>Learner guides</td>
<td>Results Analysis</td>
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<td>Teacher guides</td>
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<tr>
<td>Next step guides</td>
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Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

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- Extension Professional Development – Develop your understanding of Cambridge programmes and qualifications to build confidence in your delivery.
- Enrichment Professional Development – Transform your approach to teaching with our Enrichment workshops.
- Cambridge Professional Development Qualifications (PDQs) – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

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Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. 
Find out more at: www.cambridgeinternational.org/eoguide
2 Syllabus overview

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

• an understanding of the basic components, use and application of different ICT systems and networks
• the skills to analyse, design, implement, test and evaluate ICT systems
• the skills to understand the impact of current and new technologies on methods of working in the outside world
• the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.
Content overview

1. Types and components of computer systems
2. Input and output devices
3. Storage devices and media
4. Networks and the effects of using them
5. The effects of using IT
6. ICT applications
7. The systems life cycle
8. Safety and security
9. Audience
10. Communication
11. File management
12. Images
13. Layout
14. Styles
15. Proofing
16. Graphs and charts
17. Document production
18. Databases
19. Presentations
20. Spreadsheets
21. Website authoring
## Assessment overview

All candidates take three components. Candidates will be eligible for grades 9 to 1.

<table>
<thead>
<tr>
<th>All candidates take:</th>
<th>and:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong></td>
<td><strong>Paper 2</strong></td>
</tr>
<tr>
<td>1 hour 30 minutes</td>
<td>2 hours 15 minutes</td>
</tr>
<tr>
<td>Theory 40%</td>
<td>Document Production, Databases 30% and Presentations 70%</td>
</tr>
<tr>
<td>80 marks</td>
<td></td>
</tr>
<tr>
<td>Questions will be based on sections 1–21 of the subject</td>
<td>This test assesses the practical skills needed to</td>
</tr>
<tr>
<td>content</td>
<td>use the applications covered in sections 17, 18</td>
</tr>
<tr>
<td>All questions are compulsory</td>
<td>and 19 of the subject content</td>
</tr>
<tr>
<td>Externally assessed</td>
<td>Candidates must demonstrate the practical skills</td>
</tr>
<tr>
<td></td>
<td>relevant to sections 11–16</td>
</tr>
</tbody>
</table>

Component 3 2 hours 15 minutes

Spreadsheets and Website Authoring 30%

70 marks

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

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

All tasks are compulsory

Externally assessed

Information on availability is in the Before you start section.

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Components 2 and 3.
Assessment objectives
The assessment objectives (AOs) are:

AO1 Recall, select and communicate knowledge and understanding of ICT

AO2 Apply knowledge, understanding and skills to produce ICT-based solutions

AO3 Analyse, evaluate, make reasoned judgements and present conclusions

Weighting for assessment objectives
The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in IGCSE %</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1 Recall, select and communicate knowledge and understanding of ICT</td>
<td>00</td>
</tr>
<tr>
<td>AO2 Apply knowledge, understanding and skills to produce ICT-based solutions</td>
<td>00</td>
</tr>
<tr>
<td>AO3 Analyse, evaluate, make reasoned judgements and present conclusions</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Assessment objectives as a percentage of each component

<table>
<thead>
<tr>
<th>Assessment objective</th>
<th>Weighting in components %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper 1</td>
</tr>
<tr>
<td>AO1 Recall, select and communicate knowledge and understanding of ICT</td>
<td>80</td>
</tr>
<tr>
<td>AO2 Apply knowledge, understanding and skills to produce ICT-based solutions</td>
<td>0</td>
</tr>
<tr>
<td>AO3 Analyse, evaluate, make reasoned judgements and present conclusions</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
# 3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners’ study. These should be appropriate for the learners’ age, cultural background and learning context as well as complying with your school policies and local legal requirements.

The following information identifies content which must be covered within all topics. Where the term 'including' is used, everything listed must be studied. However, this list is not exhaustive and other related aspects should also be studied.

Note that no marks are awarded for brand names of software packages or hardware in candidate responses.

## 1 Types and components of computer systems

### 1.1 Hardware and software

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hardware</strong></td>
<td>Hardware consists of the physical components of a computer system</td>
</tr>
<tr>
<td></td>
<td>Internal components including Central Processing Unit (CPU), processor, motherboard</td>
</tr>
<tr>
<td></td>
<td>Internal memory including random access memory (RAM), read-only memory (ROM)</td>
</tr>
<tr>
<td></td>
<td>Hardware components including graphics card, sound card, Network Interface Card (NIC), camera, internal/external storage devices, input and output devices</td>
</tr>
</tbody>
</table>

| **Software**                           | Software are programs for controlling the operation of a computer or processing of electronic data |
|                                        | Applications software provides the services that the user requires to solve a task |
|                                        | Examples of applications software including word processing, spreadsheet, database management systems, control, measurement, applets and apps, video editing, graphics editing, audio editing, computer aided design (CAD) |
|                                        | System software provides the services that the computer requires to operate |
|                                        | Examples of system software including compilers, linkers, device drivers, operating systems and utilities |

**Analogue and digital data**

- Characteristics of analogue and digital data
- Differences between analogue and digital data
- The need to convert:
  - analogue to digital data so it can be processed by a computer
  - digital data to analogue data so it can be used to control devices
### 1.2 The main components of computer systems

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Processing Unit (CPU)</td>
<td>The role of the CPU in processing instructions entered into the computer in order to produce an output</td>
</tr>
<tr>
<td>Internal memory</td>
<td>Characteristics of ROM and RAM Differences between ROM and RAM</td>
</tr>
<tr>
<td>Input and output devices</td>
<td>Characteristics of input and output devices Differences between input and output devices</td>
</tr>
<tr>
<td>Backing storage</td>
<td>Characteristics of backing storage Differences between backing storage and internal memory</td>
</tr>
</tbody>
</table>

### 1.3 Operating systems

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating systems</td>
<td>Characteristics of operating systems including: Command Line Interface (CLI), Graphical User Interface (GUI), dialogue based and gesture based interface Differences between types of operating systems Advantages and disadvantages of the different types of operating systems</td>
</tr>
</tbody>
</table>

### 1.4 Types of computer

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop computer</td>
<td>Characteristics of a desktop computer Uses of a desktop computer including office and business management, education, gaming and entertainment</td>
</tr>
<tr>
<td>Mobile computers</td>
<td>Characteristics of mobile computers including laptop computers, smartphones, tablet and phablet computers Uses of mobile computers including office and business management, education, gaming, entertainment and remotely controlled devices Advantages and disadvantages of the different types of computer including portability and expandability</td>
</tr>
</tbody>
</table>
1.5 **Emerging technologies**

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact of emerging technologies</td>
</tr>
</tbody>
</table>

Impact on everyday life including Artificial Intelligence (AI), extended reality (virtual and augmented)

2 **Input and output devices**

2.1 **Input devices and their uses**

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input devices</td>
</tr>
</tbody>
</table>

Characteristics, uses, advantages and disadvantages of input devices including: keyboard, numeric keypad, pointing devices, remote control, joystick/driving wheel, touch screen (as an input device), scanners, camera, microphone, sensors, light pen

2.2 **Direct data entry and associated devices**

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct data entry</td>
</tr>
</tbody>
</table>

Characteristics, uses, advantages and disadvantages of direct data entry devices including: magnetic stripe reader, chip and PIN reader, Radio Frequency Identification (RFID) reader, Optical Mark Recognition/Reader (OMR), Optical Character Recognition/Reader (OCR), bar code reader, QR scanner

2.3 **Output devices and their uses**

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Notes and Guidance</th>
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</thead>
<tbody>
<tr>
<td>Output devices</td>
</tr>
</tbody>
</table>

Characteristics, uses, advantages and disadvantages of output devices including: monitors, touch screen (as an output device), multimedia projector, laser printer, inkjet printer, dot matrix printer, plotter, 3D printers, speaker, actuator
3 Storage devices and media

Candidates should know and understand:

Storage devices
- Characteristics, uses, media, advantages and disadvantages of storage devices including magnetic, optical and solid-state
- Magnetic drives including fixed and portable magnetic hard drives, magnetic tape drives
- Optical drives including CD, DVD, Blu-ray
- Fixed and portable solid-state drive (SSD) including SSD, pen drive, flash drive

Storage media
- Characteristics, uses, advantages and disadvantages of storage media including magnetic, optical and solid-state
- Magnetic drives including magnetic hard disks, magnetic tape
- Optical discs including CD, DVD, Blu-ray
- Solid-state media including memory cards (SD, xD, CFast)

4 Networks and the effects of using them

4.1 Networks

Candidates should know and understand:

Router
- The operation and purpose of a router including:
  - connecting networks and devices to the internet
  - storing computer addresses in a router
  - routing data packets

Common network devices
- Including: network interface cards (NIC), hubs, bridges, switches

Wi-fi and Bluetooth
- The uses of wi-fi and Bluetooth
- Connecting a device to a network using:
  - wi-fi
  - Bluetooth
- Similarities and differences between Bluetooth and wi-fi

Cloud computing
- The characteristics, uses and issues relating to cloud computing
- How data is stored, managed and shared using cloud computing
- Advantages and disadvantages of using cloud storage compared to other methods
### 4.1 Networks continued

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common network environments</td>
<td>Characteristics, uses and purpose of an extranet, intranet and the internet</td>
</tr>
<tr>
<td></td>
<td>The differences and similarities between an extranet, intranet and the internet</td>
</tr>
<tr>
<td>Network types</td>
<td>Local Area Network (LAN), Wireless Local Area Network (WLAN), Wide Area Network (WAN) and the differences between these networks</td>
</tr>
</tbody>
</table>

### 4.2 Network issues and communication

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security issues regarding data transfer</td>
<td>Privacy and confidentiality of data transfer</td>
</tr>
<tr>
<td>Passwords</td>
<td>Avoiding password interception by using up to date anti-spyware and regularly changing passwords</td>
</tr>
<tr>
<td></td>
<td>The differences between strong and weak passwords</td>
</tr>
<tr>
<td>Other authentication methods</td>
<td>Including: zero login, biometric methods, magnetic stripes, smart cards, physical tokens, electronic tokens</td>
</tr>
<tr>
<td>Anti-malware software</td>
<td>Including the use of anti-malware and anti-virus software</td>
</tr>
<tr>
<td></td>
<td>The operation of removing/quarantining viruses using up to date software</td>
</tr>
<tr>
<td></td>
<td>Scanning the storage media used to transfer data</td>
</tr>
<tr>
<td></td>
<td>Scanning the data/software when downloading</td>
</tr>
<tr>
<td>Electronic conferencing</td>
<td>Characteristics, uses, advantages and disadvantages of video-conferencing, audio-conferencing, web-conferencing</td>
</tr>
<tr>
<td></td>
<td>The hardware, software and network connection required to set up each type of electronic conference</td>
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</tbody>
</table>
## 5 The effects of using IT

### 5.1 Microprocessor-controlled devices

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The effects of using microprocessor-controlled devices</td>
<td>The positive and negative effects of microprocessors/smart devices in monitoring and controlling devices in the home including the impact on lifestyle, leisure time, physical fitness, security of data, the degree of social interaction. The positive and negative effects of microprocessors/smart devices in monitoring and controlling transport including security of data, autonomous vehicles, transport safety.</td>
</tr>
</tbody>
</table>

### 5.2 Potential health problems related to the prolonged use of IT equipment

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health issues</td>
<td>Including: repetitive strain injury (RSI), back problems, eye problems, headaches. The causes of these health issues and strategies for preventing them.</td>
</tr>
</tbody>
</table>

## 6 ICT applications

### 6.1 Communication

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication media</td>
<td>Characteristics and uses including newsletters, posters, websites, multimedia presentations, audio, video, media streaming and ePublications.</td>
</tr>
<tr>
<td>Mobile communication</td>
<td>The use of mobile devices for communication including: SMS messaging, phone calls, Voice over Internet Protocol (VoIP), video calls, accessing the internet.</td>
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</table>

### 6.2 Modelling applications

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer modelling</td>
<td>Including: personal finance, bridge and building design, flood water management, traffic management, weather forecasting. Advantages and disadvantages of using computer modelling rather than humans.</td>
</tr>
</tbody>
</table>
### 6.3 Computer controlled systems

**Candidates should know and understand:**
Computer controlled systems

**Notes and Guidance**
Including: robotics in manufacture, production line control, autonomous vehicles
Advantages and disadvantages of using computer controlled systems rather than humans

### 6.4 School management systems

**Candidates should know and understand:**
School management systems

**Notes and Guidance**
Systems are used to manage learner registration and attendance
Systems are used to record learner performance including computer aided learning

### 6.5 Booking systems

**Candidates should know and understand:**
Online booking systems

**Notes and Guidance**
Characteristics, uses, advantages and disadvantages of online booking systems including travel industry, concerts, cinemas, sporting events

### 6.6 Banking applications

**Candidates should know and understand:**
Banking applications

**Notes and Guidance**
Characteristics, uses, advantages and disadvantages of Automatic Teller Machines (ATM) including: withdrawing cash, depositing cash or cheques, checking account balance, mini statements, bill paying, money transfers
Characteristics, uses, advantages and disadvantages of Electronic Funds Transfer (EFT), credit/debit card transactions, cheques, internet banking

### 6.7 Computers in medicine

**Candidates should know and understand:**
Information systems in medicine

**Notes and Guidance**
Characteristics and uses of patient records, pharmacy records

3D printers
Including printing of prosthetics, tissue engineering, artificial blood vessels, customised medicines
### 6.8 Expert systems

**Candidates should know and understand:**

**Expert systems**

**Notes and Guidance**

Characteristics, uses and purpose of expert systems including mineral prospecting, car engine fault diagnosis, medical diagnosis, chess games, financial planning, route scheduling for delivery vehicles, plant and animal identification

Components of an expert system: user interface, inference engine, knowledge base, rules base, explanation system

How an expert system is used to produce possible solutions for different scenarios

### 6.9 Computers in the retail industry

**Candidates should know and understand:**

**Computers in the retail industry**

**Notes and Guidance**

Characteristics and uses of computers in the retail industry including point of sale (POS) terminals and electronic funds transfer at point of sale (EFTPOS) terminals

Point of sale (POS) terminals including updating stock files automatically and ordering new stock automatically

Electronic funds transfer at point of sale (EFTPOS) terminals including checking of the validity of cards, the use of chip and PIN, the use of contactless cards, the use of Near Field Communication (NFC) payment, the communication between the supermarket computer and the bank computer

**Internet shopping**

Characteristics, advantages and disadvantages of internet shopping
### 6.10 Recognition systems

**Candidates should know and understand:**
Recognition systems

**Notes and Guidance**
- Characteristics, uses, advantages and disadvantages of:
  - Optical Mark Recognition (OMR) including school registers, multiple-choice examination papers, barcode, QR code
  - Optical Character Recognition (OCR) including automated number plate recognition (ANPR) systems
  - Radio Frequency Identification Device (RFID) including tracking stock, passports, automobiles, contactless payment
  - Near Field Communication (NFC) including payment using a smartphone
  - Biometric recognition including face, iris, retina, finger, thumb, hand, voice

### 6.11 Satellite systems

**Candidates should know and understand:**
Satellite systems

**Notes and Guidance**
- Characteristics, uses, advantages and disadvantages of satellite systems including Global Positioning Systems (GPS), satellite navigation, Geographic Information Systems (GIS), media communication systems (satellite television, satellite phone)

### 7 The systems life cycle

#### 7.1 Analysis

**Candidates should know and understand:**
Analysis of the current system

**Notes and Guidance**
- The need to identify the inputs, outputs and processing of the current system, problems with the current system, the user and information requirements for the new system

**Record and analyse information about the current system**

**System specification**

**Notes and Guidance**
- Identify and justify suitable hardware and software for the new system
## 7.2 Design

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Design</th>
<th>Notes and Guidance</th>
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</thead>
<tbody>
<tr>
<td>Design file/data structures, input formats, output formats and validation routines</td>
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</tr>
<tr>
<td>File/data structures including field length, field name, data type, coding of data for example M for male, F for female</td>
<td></td>
</tr>
<tr>
<td>Validation routines including range check, character check, length check, type check, format check, presence check, check digit</td>
<td></td>
</tr>
<tr>
<td>Input formats including data capture forms</td>
<td></td>
</tr>
<tr>
<td>Output formats including screen layouts and report layouts</td>
<td></td>
</tr>
</tbody>
</table>

## 7.3 Development and testing

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Testing</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing the system before implementation</td>
<td></td>
</tr>
<tr>
<td>Test designs, test strategies, test plan (test data, expected outcomes, actual outcomes, remedial action) following testing</td>
<td></td>
</tr>
<tr>
<td>Test designs including the testing of data structures, file structures, input formats, output formats and validation routines</td>
<td></td>
</tr>
<tr>
<td>Test strategies including to test each module, each function and the whole system</td>
<td></td>
</tr>
<tr>
<td>The definition, characteristics and use of test data using normal, abnormal and extreme data</td>
<td></td>
</tr>
<tr>
<td>The use of live data</td>
<td></td>
</tr>
</tbody>
</table>

## 7.4 Implementation

Candidates should know and understand:

<table>
<thead>
<tr>
<th>System implementation</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics, uses, advantages and disadvantages of the four methods of implementation, direct changeover, parallel running, pilot running, phased implementation</td>
<td></td>
</tr>
</tbody>
</table>
### 7.5 Documentation

**Candidates should know and understand:**

**Documentation**

**Notes and Guidance**

- Characteristics, uses and purpose of technical and user documentation
- Components of technical documentation including: purpose of the system/program, limitations of the system, program listing, program language, program flowcharts/algorithms, system flowcharts, hardware and software requirements, file structures, list of variables, input format, output format, sample runs/test runs, validation routines
- Components of user documentation including: purpose of the system, limitations of the system, hardware and software requirements, how to load/run/install software, how to save a file, how to print data, how to add records, how to delete/edit records, input format, output format, sample runs, error messages, error handling, troubleshooting guide/helpline, frequently asked questions, glossary of terms

### 7.6 Evaluation

**Candidates should know and understand:**

**Evaluate a solution**

**Notes and Guidance**

- Evaluate a solution including the efficiency of the solution, the ease of use of the solution, and the appropriateness of the solution
- Compare the solution with the original task requirements, identify any limitations and necessary improvements to the system, evaluate the users’ responses to the results of testing the system

### 8 Safety and security

#### 8.1 Physical safety

**Candidates should know and understand:**

**Safety issues**

**Notes and Guidance**

- Including: electrocution from spilling drinks near electrical equipment and touching live cables, fire from sockets being overloaded or equipment overheating, tripping over trailing cables, heavy equipment falling and injuring people
- The causes of these safety issues and strategies for preventing them
8.2 eSafety

Candidates should know and understand:

Data protection

Notes and Guidance

The principles of a typical data protection act and why data protection legislation is required

Personal data

Characteristics of personal and sensitive data including personal name, address, date of birth, a photograph in school uniform, medical history

The need for personal data to be kept confidential and protected to avoid inappropriate disclosure

eSafety

The need for eSafety when using the internet, email, social media, online gaming

Minimise the potential danger of using:

The internet including only using trusted websites recommended by teachers, using a search engine that only allows access to age appropriate websites

Email including an awareness of the potential dangers of opening or replying to an email from an unknown person. An awareness of the risks associated with sending personal identifiable data or images via email

Social media including knowing how to block and report unwanted users, an awareness of the potential dangers of meeting an online contact face to face, avoiding the distribution of inappropriate images, avoiding the use of inappropriate language, respecting confidentiality of personal data of other people

Online gaming including not using real names, not giving out personal or financial data

8.3 Security of data

Candidates should know and understand:

Threats to data

Notes and Guidance

Characteristics and effect of threats to data including hacking, phishing, pharming, smishing, vishing, viruses, malware, card fraud

Hacking including the measures that must be taken in order to protect data

Phishing, pharming, smishing, vishing including the methods that can be used to help prevent them

Viruses and malware including how to take preventative action to avoid the danger of infecting a computer from a downloaded file

Card fraud including shoulder surfing, card cloning, key logging
### 8.3 Security of data continued

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Protection of data</th>
</tr>
</thead>
</table>

**Notes and Guidance**
- Characteristics and methods of protecting data including biometrics, digital certificate, secure socket layer (SSL), encryption, firewall, two-factor authentication, user id and password
- Biometrics including the use of biometric data
- Digital certificate including its purpose and contents
- Secure socket layer (SSL) including encrypted links between the server and the client computer
- Encryption including its purpose for the protection of data on hard discs, email, cloud, HTTPS websites
- Firewall including its purpose
- Two-factor authentication including its purpose and function
- User id and password including how they are used to increase the security of data

### 9 Audience

#### 9.1 Audience appreciation

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Audience appreciation</th>
</tr>
</thead>
</table>

**Notes and Guidance**
- Show a clear sense of audience and purpose
- Planning ICT solutions that are responsive to and respectful of the needs of an audience
- Analyse the needs of an audience when creating ICT solutions

#### 9.2 Copyright

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Copyright</th>
</tr>
</thead>
</table>

**Notes and Guidance**
- The need for copyright legislation and the principles of copyright relating to computer software (e.g. software piracy)
- The methods that software producers employ to prevent software copyright legislation being broken
## 10 Communication

### 10.1 Communication with other ICT users using email

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics, uses and constraints of email communication including acceptable language, guidelines set by an employer, the need for security, netiquette, email groups, carbon copy (cc), blind carbon copy (bcc), forward, attachments</td>
</tr>
<tr>
<td>Characteristics and effects of spam email including the methods which can be used to help prevent spam</td>
</tr>
</tbody>
</table>

### 10.2 Effective use of the internet

Candidates should know and understand:

<table>
<thead>
<tr>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics, uses, advantages and disadvantages of using the internet including the differences between the internet, an intranet, an extranet and the World Wide Web (WWW), blog, forum, wiki, social networking</td>
</tr>
<tr>
<td>Functionality including Internet Service Provider (ISP), structure of a web address, Uniform Resource Locator (URL), hyperlink, web browser</td>
</tr>
<tr>
<td>Use of search engine including speed of searching, amount of information, the speed of finding relevant information, ease of finding reliable information</td>
</tr>
<tr>
<td>Evaluating the information found on the internet including how up to date, reliable, biased and valid this information is</td>
</tr>
<tr>
<td>Internet protocols including HyperText Transfer Protocol (HTTP), HyperText Transfer Protocol secure variant (HTTPS), File Transfer Protocol (FTP), Secure Socket Layer (SSL)</td>
</tr>
<tr>
<td>Risks of using the internet including inappropriate and criminal material, restricting data through parental, educational and ISP control</td>
</tr>
</tbody>
</table>
11 File management

11.1 Manage files effectively

Candidates should be able to:
Manage files

Notes and Guidance

Locate stored files
Open and import files of different types
Save files in a planned hierarchical directory/folder structure
Save files using appropriate file names
Save and print files in a variety of formats including a document, screenshots, database reports, data tables, graphs/charts, a web page in browser view, a web page in HTML view
Save and export in the file format of an application package including .docx, .doc, .xlsx, .xls, .sdb, .sdc, .accdb, .odb, .rtf, .pptx, .ppt
Save and export in a generic file format including .csv, .txt, .rtf, .pdf, .css, .htm, .jpg, .png

Candidates should know and understand:
File formats

Characteristics and uses of file formats including css, csv, gif, htm, jpg, pdf, png, rtf, txt, zip, rar
The need for generic file formats

11.2 Reduce file sizes for storage or transmission

Candidates should be able to:
Compress files

Notes and Guidance

Reduce file sizes for storage or transmission where necessary using file compression including .zip, .rar

Candidates should know and understand:
File compression

The need to reduce file sizes for storage or transmission
12 Images

Candidates should be able to:
Place and edit an image

Notes and Guidance
Place an image with precision
Resize an image as specified to maintain or adjust the aspect ratio of an image
Crop an image
Rotate an image
Reflect (flip) an image horizontally or vertically
Adjust the brightness of an image
Adjust the contrast of an image
Group and layer images including grouping and ungrouping, moving to the front or back

Candidates should know and understand:
File size reduction

Recognise that reducing the file size can be achieved by reducing the image resolution or colour depth

13 Layout

Note: In this section ‘document’ relates to any of the applications used within sections 16 to 21.

13.1 Create or edit a document

Candidates should be able to:
Create a new document, or edit an existing document

Notes and Guidance
Enter and modify text and numbers with total accuracy
Use editing techniques to manipulate text and numbers including highlight, delete, move, cut, copy, paste, drag and drop
Place objects into the document from a variety of sources including text, image, screenshot, shapes, table, graph or chart, spreadsheet extract, database extract
Wrap text around a table, chart or image including above, below, square and tight
### 13.2 Tables

**Candidates should be able to:**
Work with tables within documents

**Notes and Guidance**
- Create a table with a specified number of rows and columns
- Place text or objects in a table
- Edit a table and its contents including insert row(s) and column(s), delete row(s) and column(s), merge cells
- Format a table including to set horizontal cell alignment (left, right, centre, fully justified), set vertical cell alignment (top, middle, bottom), show gridlines, hide gridlines, wrap text within a cell, shading/colouring cells, adjust row height, adjust column width

### 13.3 Headers and footers

**Candidates should be able to:**
Use headers and footers appropriately within a range of software packages

**Notes and Guidance**
- Create or edit headers and footers
- Align the contents of the header and footer consistently within a document including to left margin, right margin and centred within margins
- Place text and automated objects in headers and footers including file information, page numbering, total number of pages, date, time

**Candidates should know and understand:**
The purpose of headers and footers

### 14 Styles

**Candidates should be able to:**
Create, edit and apply styles

**Notes and Guidance**
- Create, modify, update and apply styles to ensure consistency of presentation
- Font including font face, type (serif, sans-serif), point size, colour
- Text alignment including left, right, centre, fully justified
- Text enhancement including bold, underline, italic
- Spacing including paragraph (before and after) and line
- Bullets including shape, alignment, line spacing and indent

**Candidates should know and understand:**
Corporate house style

**Purpose and uses of a corporate house style**
## 15 Proofing

### 15.1 Software tools

<table>
<thead>
<tr>
<th>Candidates should be able to:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce errors</td>
<td>Use automated software tools (spell check, grammar check) and make appropriate changes to ensure all work produced contains as few errors as possible. Use validation routines to minimise data entry errors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spell check software</td>
</tr>
<tr>
<td>Automated suggestions given by spell check software do not always give the correct response.</td>
</tr>
<tr>
<td>Validation checks</td>
</tr>
<tr>
<td>Importance, characteristics and uses of appropriate validation including range check, character check, length check, type check, format check, presence check.</td>
</tr>
</tbody>
</table>

### 15.2 Proofing techniques

<table>
<thead>
<tr>
<th>Candidates should be able to:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform visual verification</td>
<td>Identify and correct data entry errors including transposed numbers, incorrect spelling, inconsistent character spacing, inconsistent case.</td>
</tr>
<tr>
<td>Proofread</td>
<td>Identify and correct inconsistent line spacing, remove blank pages/slides, remove widows/orphans, inconsistent or incorrect application of styles, ensure that tables and lists are not split over columns or pages/slides.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verification</td>
</tr>
<tr>
<td>Importance, characteristics and uses of verification including visual checking and double data entry to reduce data entry errors. The need for validation as well as verification.</td>
</tr>
</tbody>
</table>

Back to contents page
16 Graphs and charts

Candidates should be able to:
Create, label and edit a graph or chart

Notes and Guidance
Select data to produce a graph or chart including using contiguous data, non-contiguous data and specified data ranges
Select the graph or chart type
Label the graph or chart including chart title, legend, sector labels, sector values, percentages, category axis title, value axis title, category axis labels, value axis labels, data value labels
Add a second data series
Add a second axis
Format numerical values to a specified number of decimal places
Format numerical values to display currency symbols
Adjust the maximum and minimum values of an axis scale and set incremental values
Enhance the appearance of a graph or chart including extracting a pie chart sector, changing the colour scheme or fill patterns

17 Document production

Candidates should be able to:
Organise page layout
Format text
Find and replace text
Navigation

Candidates should know and understand:
Pagination
Gutter margin

Notes and Guidance
Edit page layout including page size, page orientation, page margins, number of columns, column width, spacing between columns, set and remove breaks (page, section and column breaks)
Set line spacing including: single, 1.5 times, double, multiple, spacing before and after paragraphs
Set tabulation including: left, right, centred and decimal tabs, indented paragraphs and hanging paragraphs
Text enhancement including bold, underline, italic, superscript and subscript, changes in case
Create or edit lists including bulleted, numbered
Including matching case, whole words
Add and delete bookmarks/hyperlinks
The purpose of setting page, section and column breaks
The purpose of setting gutter margins
## 18 Databases

### 18.1 Create a database structure

<table>
<thead>
<tr>
<th>Candidates should be able to:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create an appropriate database structure</td>
<td>Import data from existing files (including .csv, .txt) using specified field names to create tables</td>
</tr>
<tr>
<td></td>
<td>Set appropriate data types to fields including text, numeric (integer, decimal, currency), date/time, Boolean/logical</td>
</tr>
<tr>
<td></td>
<td>Set sub-types of numeric data including percentage, number of decimal places</td>
</tr>
<tr>
<td></td>
<td>Set display format of Boolean/logical field (yes/no, true/false, checkbox)</td>
</tr>
<tr>
<td></td>
<td>Set display format of date/time data</td>
</tr>
<tr>
<td></td>
<td>Create and edit primary and foreign keys</td>
</tr>
<tr>
<td></td>
<td>Create relationships between tables</td>
</tr>
<tr>
<td>Create and use a data entry form</td>
<td>Create a data entry form including specified fields, appropriate font styles and sizes, appropriate spacing between fields, character spacing of individual fields, use of white space, radio buttons, check boxes, drop down menus</td>
</tr>
</tbody>
</table>

**Candidates should know and understand:**

- **Types of database**
  - Characteristics, uses, advantages and disadvantages of a flat file and a relational database
- **Primary and foreign keys**
  - Characteristics of primary key and foreign keys
- **Form design**
  - Characteristics of good form design

### 18.2 Manipulate data

<table>
<thead>
<tr>
<th>Candidates should be able to:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform calculations</td>
<td>Use arithmetic operations or numeric functions to perform calculations including calculated fields, calculated controls</td>
</tr>
<tr>
<td></td>
<td>Use formulae and functions to perform calculations at run time including addition, subtraction, multiplication, division, sum, average, maximum, minimum, count</td>
</tr>
<tr>
<td>Sort data</td>
<td>Use a single criterion, or multiple criteria to sort data into ascending or descending order</td>
</tr>
<tr>
<td>Search and select data</td>
<td>Use a single criterion, or multiple criteria to select subsets of data using a query</td>
</tr>
<tr>
<td></td>
<td>perform searches using a variety of operators including AND, OR, NOT, LIKE, &gt;, &lt;, =, &gt;=, &lt;=, &lt;&gt; perform searches using wildcards</td>
</tr>
</tbody>
</table>
18.3 Present data

Candidates should be able to:

Display data

Notes and Guidance

- Produce reports to display data including displaying all the required data and labels in full
- Use appropriate headers and footers within a database report including report header, report footer, page header, page footer
- Set report titles
- Produce different output layouts including controlling the display of data, labels, tabular or columnar format
- Align data and labels appropriately including right aligning numeric data and decimal alignment
- Control the display format of numeric data including number of decimal places, currency symbol, percentage

19 Presentations

Candidates should be able to:

Create a presentation

Use a master slide

Edit a presentation

Notes and Guidance

- Create a new presentation using a text file
- Insert and edit objects consistently including images, text, shapes, logos, slide headers and footers, placeholder position, automated slide numbering
- Format master slide objects including headings, subheadings, bullets, background colour
- Apply slide layout
- Insert a new slide
- Move or delete a slide
- Insert and edit objects on a slide including text (headings, subheadings, bulleted lists), images (still images, video clips, animated images), charts, tables, audio clips (sound), symbols, lines, arrows, call out boxes and shapes
- Add presenter notes
- Insert and edit a hyperlink including linking text or objects to a slide within the presentation, an external file or an email address
- Insert an action button including modifying settings to navigate to a specified slide or file
- Add alternative text/screentip to an object
- Apply consistent transitions between slides
- Apply consistent animation effects on text, images and other objects
- Hide slides within a presentation
19 Presentations continued

Candidates should be able to: Output the presentation

Notes and Guidance
Display the presentation for a variety of purposes including looped on-screen carousel, presenter controlled
Print the presentation in a variety of layouts including full page slides, presenter notes, handouts

20 Spreadsheets

20.1 Create a data model

Candidates should be able to: Create and edit a spreadsheet model

Notes and Guidance
Insert cell(s), row(s) and column(s), delete cell(s), row(s) and column(s), merge cells
Create formulae using cell references
Replicate formulae using absolute and relative cell references where appropriate
Use arithmetic operators in formulae including add, subtract, multiply, divide, indices
Use named cells and named ranges
Use functions including sum, average, maximum, minimum, integer, rounding, counting, LOOKUP, VLOOKUP, HLOOKUP, XLOOKUP, IF
Use external data sources within functions
Use nested functions

Candidates should know and understand:

Formulae and functions
The difference between a formula and a function

Order of operations
The order in which mathematical operations are performed including the use brackets to make sure that formulae work

Cell referencing
Characteristics and use of absolute and relative cell referencing
## 20.2 Manipulate data

**Candidates should be able to:**

**Sort data**
- Using a single criterion, or multiple criteria sort data into ascending or descending order

**Search and select data**
- Using a single criterion, or multiple criteria, select subsets of data
- Perform searches using a variety of operators including AND, OR, NOT, >, <, =, >=, <=, <>
- Perform searches using wildcards

## 20.3 Present data

**Candidates should be able to:**

**Adjust the display features**
- Display either formulae or values
- Adjust row height, column width and cell sizes so that all data, labels, and formulae is fully visible
- Wrap text within cells so that all data is fully visible
- Hide and display rows and columns

**Format a spreadsheet**
- Enhance a spreadsheet including text colour, cell colour, bold, underline, italic, shading
- Format numeric data appropriately including to display the number of decimal places, different currency symbols, percentages
- Use conditional formatting to change the display format depending on the contents of a cell

**Set page layout**
- Set the orientation to portrait or landscape
- Control the page layout to print including specified number of pages, print area, display or hide gridlines, display or hide row and column headings

## 21 Website authoring

### 21.1 Web development layers

**Candidates should know and understand:**

**The three web development layers**
- Content layer is used to enter the content and create the structure of a web page
- Presentation layer is used to display and format elements within a web page
- Behaviour layer is for a scripting language to control elements within a web page
21.2 Create a web page

Candidates should be able to:
Use HTML in the content layer

Notes and Guidance
Create the content layer of a web page
Place appropriate elements in the head section of a web page including:
- insert a page title to display in the browser
- attach external stylesheets (with the correct hierarchy, using a relative file path)
- metatags to use the appropriate attributes including to define the charset, name attributes (description, keywords, author, viewport), content attributes
- default target windows
Place appropriate content in the body section of a web page
Insert a table including table header, table rows, table data
Use appropriate table attributes to meet the needs of the audience including to adjust cells to span more than one row or column, to set table and cell sizes in terms of pixels or % values, to apply styles to tables
Insert appropriate objects into a web page including text, images, sound clips, video (display controls, remove controls, autoplay), to adjust image or video size, aspect ratio and apply alternate text
Use the <div> tag including to apply styles and classes
Apply tags to text within a web page to display pre-defined styles including h1, h2, h3, p, li
Apply classes to elements within a web page
Apply styles to elements within a web page including to a list (ordered list, unordered list)
Create a bookmark within a web page using an id attribute
Create hyperlinks from text and images to:
- bookmarks on the same page
- other locally stored web pages
- a website using the URL
- send mail to a specified email address
- to open in a specified location (the same window, a new window, with a window named as specified)

continued
## 21.2 Create a web page continued

**Candidates should know and understand:**

The use of HTML in the content layer

**Notes and Guidance**

- Purpose of the head and body sections of a web page
- The reason tables are used to structure elements within a web page
- Function of metatags including to define: the charset, keywords for search engines, the author of the web page, a description of the web page, the viewport (to make your web page display on all devices)
- Function of a hyperlink
- Concept of a bookmark including methods of creating a bookmark within a web page
- Function of an anchor
- Relative file path and absolute file path including the reason absolute file paths must not be used for hyperlinks to locally saved web pages/objects

## 21.3 Use stylesheets

**Candidates should be able to:**

Use CSS in the presentation layer

**Notes and Guidance**

- Create the presentation layer of a web page
- Create generic external styles and inline style attributes including:
  - background properties including colour, images
  - font properties
  - table, table row, table header and table data properties including size, background colour, horizontal and vertical alignment, spacing, padding, borders: including collapsed, colour, thickness, visible/invisible
- Create classes including:
  - background properties including colour, images
  - font properties
  - table, table row and table data properties including size, background colour, horizontal and vertical alignment, spacing, padding, borders: including collapsed, colour, thickness, visible/invisible
- Create external styles to be tagged in a web page including h1, h2, h3, p, li
- Specify the font properties including font family, size, colour, alignment, bold, italic
- Attach comments to an external stylesheet
- Save styles in cascading stylesheet format

*continued*
### 21.3 Use stylesheets continued

<table>
<thead>
<tr>
<th>Candidates should know and understand:</th>
<th>Notes and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of CSS in the presentation layer</td>
<td>Characteristics of cascading stylesheets including the difference between attached stylesheets and inline style attributes, the hierarchy of multiple attached stylesheets and inline styles within a web page</td>
</tr>
<tr>
<td></td>
<td>Characteristics of a style and a class including the difference between them</td>
</tr>
<tr>
<td></td>
<td>Reason relative file paths must be used for attached stylesheets</td>
</tr>
</tbody>
</table>
4 Details of the assessment

Paper 1 – Theory
Written paper, 1 hour 30 minutes, 80 marks
This is a compulsory paper consisting of multiple-choice, short-answer and structured questions. The questions are set on all sections of the subject content. Each individual question is set within separate contexts of ICT applications in everyday life.

Candidates must answer all questions. Candidates answer on the question paper.

Paper 2 – Document Production, Databases and Presentations
Practical test, 2 hours 15 minutes, 70 marks
For Paper 2 Document Production, Databases and Presentations, candidates must not have access to the internet or email. For each of the tasks, candidates will be provided with electronic source files; these files must be loaded onto the candidates’ computer system before the start of the examination. Please refer to the Cambridge Handbook for full details on the administration of this paper.

This is a compulsory paper. It is a practical test which comprises a number of tasks to be taken under examination conditions and focuses on the candidate’s ability to carry out practical tasks by applying their knowledge and understanding to the following subject content sections:

- Section 17 Document production
- Section 18 Databases
- Section 19 Presentations.

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

Candidates work through the steps of each task in order. Candidates are prompted to produce evidence of their work by creating screenshots and placing these within an Evidence Document and making printouts. It is essential that candidates remember to enter electronically their centre number, candidate number and name on each piece of evidence before it is sent to the printer.
Paper 3 – Spreadsheets and Website Authoring

Practical test, 2 hours 15 minutes, 70 marks

For Paper 3 Spreadsheets and Website Authoring, candidates must not have access to the internet or email. For each of the tasks, candidates will be provided with electronic source files; these files must be loaded onto the candidates’ computer system before the start of the examination. Please refer to the Cambridge Handbook for full details on the administration of this paper.

This is a compulsory paper. It is a practical test which comprises a number of tasks to be taken under examination conditions and focuses on the candidate’s ability to carry out practical tasks by applying their knowledge and understanding to the following subject content sections:

- Section 20 Spreadsheets
- Section 21 Website authoring.

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

Candidates work through the steps of each task in order. Candidates are prompted to produce evidence of their work by creating screenshots and placing these within an Evidence Document and making printouts. It is essential that candidates remember to enter electronically their centre number, candidate number and name on each piece of evidence before it is sent to the printer.

Notes for guidance

Hardware and software requirements

Any hardware platform, operating system and applications packages can be used by candidates in the practical tests, provided that these packages have the facilities to enable the candidates to fully demonstrate all of the skills, performance criteria and assessment objectives in sections 11–21.

It is recommended that for the website authoring section of the syllabus, candidates have a working knowledge of HTML and CSS. They may use suitable web editing software to assist them, but they will be required to edit the mark-up generated by such a package, or they may create their own HTML and CSS.

There will be no requirement for candidates to use any scripting language.
Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

<table>
<thead>
<tr>
<th>Command word</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>examine in detail to show meaning, identify elements and the relationship between them</td>
</tr>
<tr>
<td>Compare</td>
<td>identify/comment on similarities and/or differences</td>
</tr>
<tr>
<td>Contrast</td>
<td>identify/comment on differences</td>
</tr>
<tr>
<td>Define</td>
<td>give precise meaning</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>show how or give an example</td>
</tr>
<tr>
<td>Describe</td>
<td>state the points of a topic / give characteristics and main features</td>
</tr>
<tr>
<td>Discuss</td>
<td>write about issue(s) or topic(s) in depth in a structured way</td>
</tr>
<tr>
<td>Evaluate</td>
<td>judge or calculate the quality, importance, amount, or value of something</td>
</tr>
<tr>
<td>Explain</td>
<td>set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence</td>
</tr>
<tr>
<td>Give</td>
<td>produce an answer from a given source or recall/memory</td>
</tr>
<tr>
<td>Identify</td>
<td>name/select/recognise</td>
</tr>
<tr>
<td>Justify</td>
<td>support a case with evidence/argument</td>
</tr>
<tr>
<td>State</td>
<td>express in clear terms</td>
</tr>
<tr>
<td>Suggest</td>
<td>apply knowledge and understanding to situations where there are a range of valid responses in order to make proposals / put forward considerations</td>
</tr>
</tbody>
</table>
5 What else you need to know

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at www.cambridgeinternational.org/eoguide

Before you start

Previous study

We recommend that learners starting this course should have studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

We do not expect learners starting this course to have previously studied ICT.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners’ previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is not available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/0983

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the Cambridge Guide to Making Entries.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge IGCSE Information and Communication Technology (0417)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.
Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the Cambridge Guide to Making Entries. Your exams officer has access to this guide.

Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at www.cambridgeinternational.org/eoguide

Retakes

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

Language

This syllabus and the related assessment materials are available in English only.

Accessibility and equality

Syllabus and assessment design

At Cambridge International, we work to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics, which include special educational needs and disability, religion and belief, and characteristics related to gender and identity. We also aim to make our materials as accessible as possible by using accessible language and applying accessible design principles. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.
Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make ‘reasonable adjustments’ for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:
Requested access arrangements should be based on evidence of the candidate’s barrier to assessment and should also reflect their normal way of working at school. This is explained in the Cambridge Handbook www.cambridgeinternational.org/eoguide

- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the Cambridge Handbook www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

Grades 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. ‘Ungraded’ means that the candidate’s performance did not meet the standard required for grade 1. ‘Ungraded’ is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).
How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

1. to measure learning and achievement
   - The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

2. to show likely future success
   - The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.
   - The outcomes help students choose the most suitable course or career.
Changes to this syllabus for 2026, 2027 and 2028

The syllabus has been updated. This is version 1, published September 2023.

There are no significant changes which affect teaching.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Any textbooks endorsed to support the syllabus for examination from 2023 are still suitable for use with this syllabus.
School feedback: ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

Feedback from: Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China