

# SYLLABUS

**Cambridge International AS & A Level  
Art & Design**

**9704**

For examination in June and November 2019.

Also available for examination in March 2019 for India only.

## Changes to the syllabus for 2019

The syllabus has been updated. The latest syllabus is version 1, published September 2016.

### Changes to the syllabus

Duplicated entries in the Resource List have been removed.

### Changes to availability

This syllabus is for examination in June and November 2019 only. It is also available for examination in March 2019 for India only.

### From June 2017 to November 2019

#### **For candidates who take a staged route as AS Level examination in 2018 and A Level examination in 2019.**

Please note candidates can carry over 2018 results for Cambridge International AS & A Level Art and Design 9704 in 2018 and 2019 only.

For candidates who take a staged route for AS Level examination in 2019 and A Level examination in 2020. These candidates should enter the new 9479 AS & A Level Art and Design.

Candidates can carry over 2019 results for Cambridge International AS & A Level Art and Design (9704) in 2019 only.

### From March 2019

In addition to the June and November examination series, this syllabus is also available for examination in March for India only.

### **2019 is the last time AS & A Level Art and Design 9704 will be available.**

The first assessment for the updated Cambridge International AS Level Art and Design (9479) will be 2019 onwards.

A Level Art and Design (9479) will be available from 2020.

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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## Why choose Cambridge International Examinations?

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

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

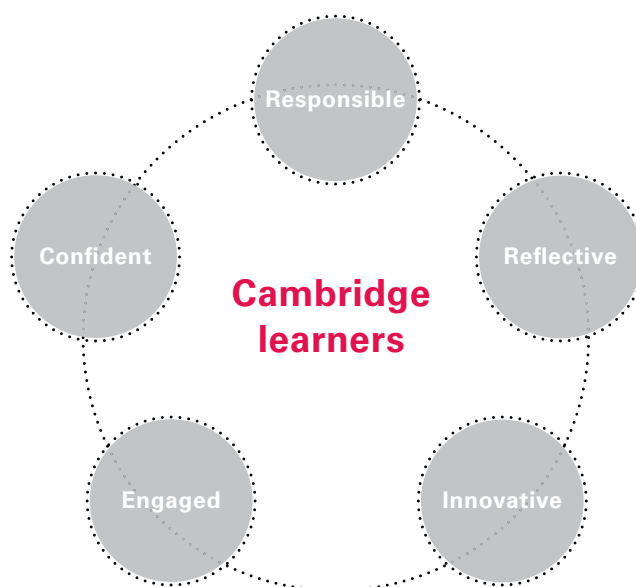
Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

### Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially ready to make a difference.



**Learn more** about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at [www.cie.org.uk/curriculumguide](http://www.cie.org.uk/curriculumguide)

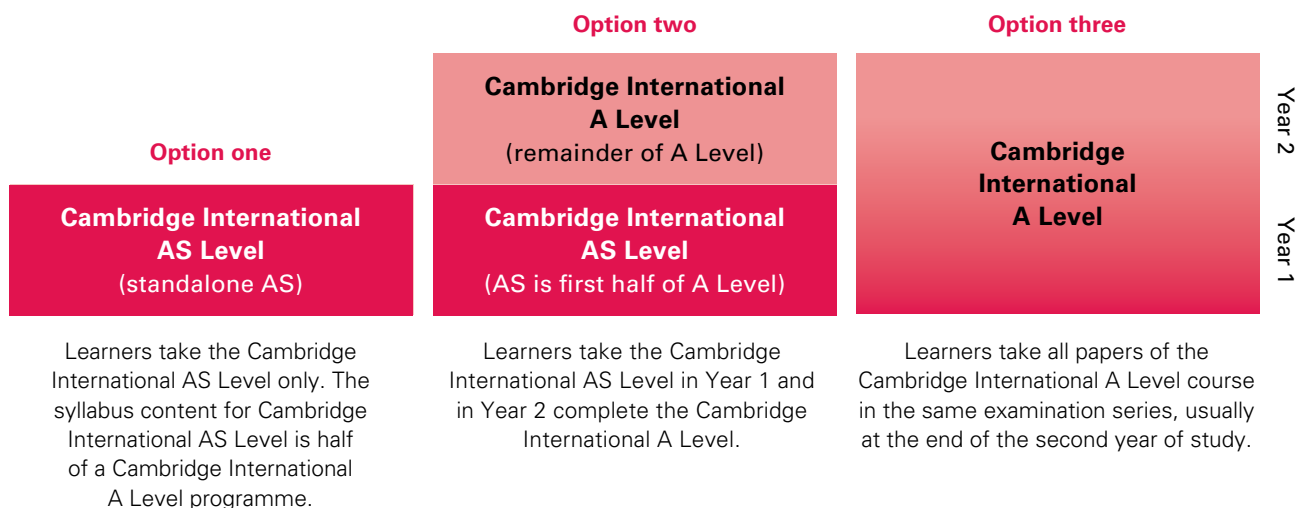
## Why Cambridge International AS & A Levels?

Cambridge International AS & A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS & A Levels give learners building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

There are three possible assessment approaches for Cambridge International AS & A Level:



Every year thousands of learners with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted and valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

### Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many learners who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

### Learn more

For more details go to [www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)

## Why Cambridge International AS & A Level Art & Design?

### About the syllabus

Cambridge International AS and A Level Art and Design is recognised by universities and employers as proof of knowledge and understanding of art and design principles and practice.

Successful candidates gain lifelong skills, including:

- communication skills, especially the ability to communicate concepts and feelings;
- how to record from direct observation and personal experience;
- the ability and confidence to experiment, be innovative, intuitive and imaginative;
- the language and technical terms used in art and design;
- research and evaluation skills;
- an appreciation of practical design problems and how to solve these.

The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

### Prior learning

We recommend that learners who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE® course in Art or Art and Design or the equivalent.

### Progression

Cambridge International A Level Art & Design provides a suitable foundation for the study of Art and Design or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Art and Design, or as part of a course of general education.

Cambridge International AS Level Art & Design is the first half of Cambridge International A Level Art & Design. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Art & Design or some other subjects.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

**How can I find out more?****If you are already a Cambridge school**

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cie.org.uk](mailto:info@cie.org.uk)

**If you are not yet a Cambridge school**

Learn more about the benefits of becoming a Cambridge school from our website at [www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge)

Email us at [info@cie.org.uk](mailto:info@cie.org.uk) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

**Learn more**

For more details go to [www.cie.org.uk/aice](http://www.cie.org.uk/aice)

“ Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. ”

John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

## Teacher support

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

The support package for our Cambridge International AS & A Levels gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice.

### Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

### Exam preparation

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Cambridge  
International  
AS & A Level  
support for  
teachers

### Professional development

#### Face-to-face training

We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

#### Online training

We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

#### Qualifications

We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development.

### Learn more

Find out more about support for this syllabus at [www.cie.org.uk/alevel](http://www.cie.org.uk/alevel)

Visit our online resource bank and community forum at <https://teachers.cie.org.uk>

#### Useful links

Customer Services [www.cie.org.uk/help](http://www.cie.org.uk/help)

LinkedIn <http://linkd.in/cambridgeteacher>

Twitter [@cie\\_education](https://twitter.com/cie_education)

Facebook [www.facebook.com/cie.org.uk](http://www.facebook.com/cie.org.uk)



# 1 Assessment at a glance

Centres and candidates may choose to:

- take all Advanced Level (Cambridge International A Level) components in the same examination series;
- follow a **staged** assessment route to Cambridge International A Level by taking the Advanced Subsidiary (AS) qualification at an earlier examination; if they reach the required standard, they go on to take the final parts of assessment;
- take the AS qualification only.

**Cambridge International A Level:** Cambridge International A Level candidates take all **four** components. They may choose to take Components 1 and 2 at an earlier series than Components 3 and 4 or take all components in the same series.

**Cambridge International AS Level:** AS candidates take Components 1 and 2 only.

<b>Component 1: Controlled Test</b>	<b>Component 2: Coursework</b>
Minimum <b>three weeks</b> preparatory time and a 15 hour Controlled Test Total marks = 100 Please check timetable for date. <b>A Level weighting: 30%</b> <b>AS weighting: 60%</b> Externally set and assessed by Cambridge.	<b>One</b> project and up to four sheets of supporting work (max size A1) Total marks = 100 <b>A Level weighting: 20%</b> <b>AS weighting: 40%</b> Internally assessed by Centre.
<b>Component 3: Coursework</b>	<b>Component 4: Personal Study</b>
<b>One</b> project plus folder of supporting work (max size A1, max 10 sheets) and a sketchbook Total marks = 100 <b>A Level weighting: 30%</b> Internally assessed by Centre.	Presentation of the study may take any appropriate format (max 3,500 words, max A1 size) Total marks = 100 <b>A Level weighting: 20%</b> Externally assessed by Cambridge.

Please check the timetable and *Cambridge Administrative Guide* for information regarding the date when the QP will be available to download, the test date window and coursework submission deadlines.

## Availability

This syllabus is examined in the June and November examination series.

This syllabus is not available to private candidates.

Detailed timetables are available from [www.cie.org.uk/timetables](http://www.cie.org.uk/timetables)

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- [LIST OF PROHIBITED SYLLABUSES/EXISTING TEXT HERE]
- syllabuses with the same title at the same level.

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## 2 Syllabus aims and assessment objectives

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### 2.1 Syllabus aims

A course of study in Art and Design should actively seek to develop the following abilities and qualities:

- the ability to perceive, understand and express concepts and feelings;
- the ability to record from direct observation and personal experience;
- the ability to communicate by using appropriate materials and techniques in a disciplined way;
- experimentation, innovation and the use of intuition and imagination;
- critical and analytical faculties; the ability to identify, research and evaluate problems in a systematic way;
- confidence, initiative and a sense of adventure and achievement;
- the acquisition of a relevant working vocabulary;
- an awareness and appreciation of the interdependence of Art and Design and the individual within cultural contexts.

### 2.2 Assessment objectives

The assessment objectives have been grouped under the following categories:

#### A Personal Qualities

Candidates are expected to show:

- i. an individual, sensitive and creative response to a stimulus; ability to develop an idea, theme or subject;
- ii. independence in concept and execution.

#### B Manipulative, Artistic and Analytical Skills

Candidates are expected to:

- iii. select and control materials, processes and techniques in an informed and disciplined way to meet an objective;
- iv. select and record analytically from direct observation and personal experience.

#### C Aesthetic Qualities

Candidates are expected to:

- v. use and compose formal elements (contour, shape, colour/tone, texture, structure and the relationships between form and space) as appropriate.

#### D Knowledge and Critical Understanding

Candidates are expected to:

- vi. select and communicate information relevant to an idea, subject or theme and evaluate this in a systematic way;
- vii. make critical judgements and use personal ideas and images to show they are developing appreciation and cultural awareness.

Each of the assessment objectives is of equal importance and candidates will find there is a great deal of overlap between categories.

## Specification grid

Each component places equal emphasis on each of the four assessment objectives.

Components	Assessment Objectives			
	A. Personal Qualities	B. Manipulative, Artistic and Analytical Skills	C. Aesthetic Qualities	D. Knowledge and Critical Understanding
1	25%	25%	25%	25%
2	25%	25%	25%	25%
3	25%	25%	25%	25%
4	25%	25%	25%	25%

## 2.3 Weightings

### Component 1: Controlled Test Criteria for Assessment

These are intended as a guide only. All work for Component 1 will be marked by Cambridge.

Assessment Objectives	Response to Assessment Objectives	Maximum Mark
Personal Qualities	(i) Individual, sensitive and creative response to stimulus.  (ii) Independence and confidence in concept and execution.	25
Manipulative, Artistic and Analytical Skills	(iii) Selection and control of media, processes and techniques.  (iv) Analysis from direct observation and personal experience.	25
Aesthetic Qualities	(v) The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationships of forms in space, and their appropriate use.	25
Knowledge and Critical Understanding	(vi) Analysis of the idea, subject or theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.  (vii) Critical judgement and cultural awareness and appreciation.	25
		<b>Total 100</b>

**Components 2 and 3: Coursework**

Assessment Objectives	Response to Assessment Objectives	Maximum Mark
Personal Qualities	(i), (ii) Scope and vitality of personal ideas, subjects and themes. Degree of imagination and inventiveness. Experimentation.	25
Manipulative, Artistic and Analytical Skills	(iii), (iv) Use of media, process and techniques to explore and investigate intentions.	25
Aesthetic Qualities	(v) Composition and the use of chosen elements to emphasise and communicate intention.	25
Knowledge and Critical Understanding	(vi), (vii) Selection and evaluation of information as a means of developing intentions. Critical appraisal of the work of others; evidence of awareness of other cultural influences as displayed in work, folder and/or sketch books.	25
		<b>Total 100</b>

**Component 4: Personal Study**

These are intended as a guide only. All work for Component 4 will be marked by Cambridge.

Assessment Objectives	Response to Assessment Objectives	Maximum Mark
Personal Qualities	(i), (ii) Development of personal feeling and sensitivity. Articulation of personal views. Independence, initiative and determination to sustain the study from conception to realisation.	25
Manipulative, Artistic and Analytical Skills	(iii), (iv) Ability to research, select and record. Use of media, processes and techniques appropriate to the study.	25
Aesthetic Qualities	(v) Presentation, organisation and coherence. Use of visual and written elements to communicate ideas and intention. Perception of 'visual art' through a chosen theme.	25
Knowledge and Critical Understanding	(vi), (vii) Evaluation and interpretation of information to inform personal views and articulate judgements. Visual and aesthetic judgement. Understanding of cultural context.	25
		<b>Total 100</b>

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## 3 Syllabus content

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Art and Design covers a broad range of related activities, areas and approaches to study. This syllabus allows Centres to emphasise their strengths in terms of staff expertise and interests, and allows candidate choice. It provides a suitable range of study within the subject.

All assessments follow the assessment objectives regardless of the chosen area of study.

Centres can design their own course of study, by selecting from the following:

### Areas of study

- Painting and Related Media
- Sculpture
- Printmaking
- Textiles
- Graphic Design
- Photography, Digital and Lens Media
- Ceramics
- Fashion Design

For Components 2 and 3 candidates must specialise in **one** of the above areas. This list is not exhaustive and other areas of study – e.g. jewellery, puppetry – are quite acceptable. The following details are to be used for guidance only and are not prescriptive or comprehensive. The intention is for candidates to follow a field of study in research, development and realisation, at some depth.

### Painting and Related Media

The following materials can be used. They may also be combined or used with other materials –, e.g. collage:

- oil colour,
- water-colour,
- acrylic,
- gouache,
- powder or poster paint,
- coloured inks,
- pen and wash,
- pastels,
- oil pastels,
- coloured pencils,
- pencil,
- charcoal.

The work may include still life, portraiture, landscape studies or abstract and figurative compositions.

It may either express, or it may record a response to the visual world.

Candidates should have a broad understanding of the history of painting and other channels of visual communications.

The resources of museums, galleries, local collections or exhibitions should be used to make a first-hand study of paintings wherever possible.

## Textiles

Candidates should be encouraged to develop designs from original drawings, experiment with threads and fabrics, and make the design into a finished piece of artwork.

Visits to museums, collections and practising designers are essential to help candidates to appreciate the historical development and current trends within this coursework area.

Study needs to include functional design as well as the purely decorative aspects of the craft.

Candidates should explore the main areas of the craft: woven textiles, embroidery, fashion and design, printed and dyed textiles.

Candidates may wish to specialise in only one of these areas, but there should also be awareness of how the areas could be combined:

(i) **Woven textiles**

The course could include aspects of:

- looms and the equipment used in setting up warps;
- the properties of natural and man-made fibres;
- experimental weaving using raffia, string, beads, etc.

(ii) **Embroidery**

The course needs to be broad in approach, including functional and decorative items in two and three dimensions. Candidates should understand the properties of materials and threads, and the ways in which they can be used to explore ideas and create structures.

(iii) **Fabric Printing**

Candidates should be familiar with a range of methods of decorating cloth. These include block printing, tie-dye, batik, silk-screen printing, spraying or airbrushing. The use of natural and synthetic fabrics and dyes should be explored for different effects. The function of the cloth in terms of drape, pattern, size and colour alternatives needs to be considered.

## Ceramics

Candidates should be familiar with hand-building techniques, throwing and casting and have some knowledge of the use of decorating slips, oxides and pigments. They should have some understanding of glaze-mixing, glazes and different methods of firing and finishing work.

Museum and gallery visits should be made where feasible.

Awareness of historical and current developments within ceramics is an important part of the course.

Candidates should be aware of the links between form and function, and their relationships to the different forms of ceramics being produced today: expressive fine-art work, industrial ceramics and traditional handcrafted pottery.

The coursework project should demonstrate understanding of these distinctions and should show the development of a personal style. Emphasis is placed on exploring ideas and design work.

## Sculpture

Candidates may work with traditional or new materials.

They may specialise in one area – carving, modelling or construction – but they should be able to solve problems of related mass and space and have a broad understanding of form.

The work may be figurative or abstract, and may take the form of relief, mobile, free-standing or kinetic sculpture.

Candidates should be aware of the range of materials and methods available, although they are likely to develop skills in one of the following areas:

(i) **Carving**

Wood, stone, etc.

(ii) **Modelling**

- in clay and fired
- in clay and cast in plaster, concrete, fibreglass, metal, etc.
- in plaster over an armature

(iii) **Construction**

Wood, metal, plastic, wire, card, mixed media

(iv) **Soft Sculpture**

Fabric, leather, rope, plastic, etc.

Candidates are expected to understand the role of sculpture in society – as personal response to form, mass, space and void, as a magical, religious, celebratory or political image or as an integral part of architecture.

## Graphic Design

Candidates may specialise in one of these areas but should be aware of how the areas could be combined:

### **Graphics, Illustration, Package Design, Computer Graphics**

(i) **Graphics**

- The graphics can be for any purpose: information, publication, advertising, including typography, calligraphy and in any medium.
- A clear written brief must be attached to the work. Preliminary work, in the folder of supporting work, must be clearly marked to show how it relates to the work submitted.
- The briefs may cover, for example, corporate identity, layout work, symbols and visual communication of information – e.g. book jackets, CD and DVD packaging, posters and brochures, blogs and websites.
- Candidates should have a good working vocabulary and be familiar with terms such as 'half tone' and 'overlays'.
- Typography is not treated as a separate area. Candidates should use established and modern typefaces. These may be hand-drawn or produced by another method.



**(ii) Illustration**

- Illustration can be for any purpose and from any source material.
- Candidates should experiment with as many techniques as possible, pen and ink, gouache, watercolour, airbrush, printing, painting, coloured pencil and pastel, etc.

**(iii) Package Design**

- This can be package design for any product or material.
- The aesthetics of the design need to be balanced with the functional and production requirements.
- The design should be presented in both two- and three-dimensional forms.
- The brief includes both the graphics and the three-dimensional shape of the package.
- Production methods, including the engineering of card and printing processes, should be covered.

**(iv) Computer Graphics**

- Computer graphics work should show that the fundamental concepts are understood, using whatever software is available. As wide a range of software as possible should be available and include, at least, access to an art package/graphics package, a CAD package, a range of fonts and a colour printer.
- Access to the use of a digital recorder and video digitiser scanner, though not essential, would be helpful.
- The work should show how a computer can represent information graphically, either in sequential or individual presentation. The information may be used in a variety of ways (general advertising, the design of logos using lettering and mirror images, magazine and newspaper layout using text and illustration, repeat and reversed patterns for 2D designs and the initial frames of television programmes or moving display frames).
- A full explanation of the brief must be attached to the work.
- Work must be presented in the form of hard copy with the hardware and software package used clearly acknowledged on the work.
- Disks or memory sticks used by candidates should be held by the Centre until after the work has been marked.

## Fashion Design

Candidates should explore personal solutions in designing garments or items for personal adornment for different occasions and age groups.

They should identify dress requirements for specific purposes, occasions and environments, and suggest practically how these may be met.

They should consider and understand the different purposes of clothing and the way in which this affects the design and fabric used in production.

Candidates should look at the function of clothing in terms of protection and warmth as well as ease of wear.

The psychological influence of wearing particular garments or adornments should also be considered.

To help understand feasibility and production, candidates need to consider the properties of different materials and how fashion items are constructed.

They should also be aware of the balance between the function and the conventions that influence fashion and, in particular, those factors that bring about change over time.

Candidates should be aware of the changes in technology which have influenced fashion items.

Candidates' designs should demonstrate their knowledge of shape, line, colour and texture.

Candidates should have some knowledge of contemporary fashion designers. Visits to fashion shows and/or garment construction outlets are encouraged.

## Printmaking

Candidates should develop traditional methods and materials, **and** explore new areas of the various printmaking techniques.

Any manual or photographic technique may be used to make a print and any combination of techniques may be used in any one print.

Each print should be presented with a margin of virgin paper around the image with edition details, title and candidate's name.

The folder of supporting work may contain ideas for work in a variety of techniques but the actual coursework project undertaken may be limited to only one method.

The work of the candidate should reveal the qualities of an edition print.

Candidates should be aware of both the history of printmaking and the work of contemporary printmakers.

Work created to prepare and develop the prints should be included in the folder of supporting work.

### (i) **Relief Prints**

Images from any kind of block may be used, either in colour or tone. Reduction prints, multiple blocks of any texture or shape, figurative or abstract work from any inspirational source may be used.

### (ii) **Intaglio**

Intaglio etching or dry point may be submitted, on any suitable surface in colour or tone, figurative or abstract and from any stimulus. Use of both hard and soft grounds, the process of burnishing, stopping-out and aquatint can be employed. More than one copy of a print should be retained at each stage and included in the folder of supporting work to show the various steps in the production of a finished print.

### (iii) **Planographic methods**

Planographic methods such as silk screening, lithography, or card printing may be used. As in the other sections within printmaking, any exploration or development is allowed.

## Photography, Digital and Lens Media

Candidates should use traditional and/or new media processes to produce outcomes such as photomontage, printed photography, digital photography, photographic or digital installation, video and animation, film and digital creation and manipulation. Work may be in colour and/or black and white.

Candidates should demonstrate an expressive and/or interpretative artistic response to the visual world. They should show an understanding of the convention of photography and genres such as portrait, landscape and movement, and a range of techniques appropriate to their chosen field.

Consideration of the following techniques should be given:

- depth of field,
- film speed/shutter speed,
- lighting/exposure,
- tone and/or colour,
- viewpoint/composition,
- framing,
- editing,
- transitions.

Candidates should also show skills in experimenting with media and processes such as:

- abstracting,
- illustrating,
- documenting,
- developing and printing of films,
- darkroom practice (pin-hole cameras, burning in, masking, photograms, solarisation, multiple exposure, reversal printing),
- alternative print processes (liquid emulsions, bleaching, resist, toning, use of specialist papers or other photosensitive surfaces),
- creation and manipulation of images with computers,
- image scanning and manipulation,
- editing, perhaps using sound.

Photography may be used as a means of recording fragile, large or time-based work (e.g. work in perishable media, installations, mural work, performance) and the photographic record will be considered and assessed as part of the submission.

Candidates must provide appropriate evidence of the authenticity of their work such as contact prints, thumbnails of original digital photographs or storyboards.

Any moving image work (no longer than three minutes) should be submitted on DVD, or alternatively on CD in common forms of digital format such as in Mpeg or WMV. Candidates may develop their own blogs or video blogs, and social networking sites can be used, but the authenticity of the work produced must be evidenced in the supporting work showing the development of ideas. All research must be clearly referenced.

### Still imagery

Candidates should demonstrate their skill in the production of still images through a lens-based approach. Candidates will demonstrate an understanding and control of equipment in order to produce work that is personal. Using a wide range of methods, techniques and processes candidates will produce imagery that is their own work. Candidates may develop their own work using dark room facilities, if available; however, the use of commercially processed photographs is acceptable.

For candidates using digital lens-based media, their work should show evidence of the manipulation and presentation of the imagery using a computer. A variety of approaches and processes can be used together and candidates could present their work in a variety of ways – either printed images or electronically as a slide show using PowerPoint, on a CD-ROM or web site, for example. Lighting and sound may be used as appropriate.

### **Moving Imagery**

Candidates should demonstrate an understanding of the recording and the presentation of moving images. Sound may also be included as appropriate. Candidates should be familiar with a range of techniques, resources and processes such as storyboards, animation, digital editing, PowerPoint, CD-ROMs and interactive websites.

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## 4 Description of components

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### 4.1 Component 1: Controlled Test

This is an externally-set assignment that is marked by Cambridge. The examination paper allows candidates to respond in various ways – for example: interpretative, design, abstract, photography, etc.

Candidates are expected to:

- develop a visual response
- **observe directly from primary sources**
- record, analyse and develop their ideas in two- and/or three-dimensions.

Candidates choose **one** question from the examination paper from which to make studies in any suitable colour/tone, medium, process or technique. The questions set will be broad and flexible, and may cover areas such as:

- landscapes
- individual objects
- the human figure
- transport
- world cultures
- seascapes
- interiors
- abstract effects: light and colour, reflective material, movement
- clothes and packaging
- religious art/architecture

There are also a number of design briefs and more specific questions for candidates who prefer greater guidance.

Candidates are allowed to decide, as far as is practical, where and how they wish to work within the limits of the questions. Candidates should discuss choice of source material with the teacher and organise it themselves.

### Supporting work

- The question paper is available to download from the teacher support site (password protected) at the start of the test date window ([www.cie.org.uk/cambridge-for/exams-officers/cambridge-exams-officers-guide/phase-1-preparation/timetabling-exams/exam-timetables/](http://www.cie.org.uk/cambridge-for/exams-officers/cambridge-exams-officers-guide/phase-1-preparation/timetabling-exams/exam-timetables/)), and candidates produce their supporting work in response to **one** question.
- Question papers should be given to candidates **as soon as they are received** and candidates should have at least **three weeks** preparatory time.
- Candidates should use this time to choose the subject, form their ideas and make supporting studies.
- The supporting work must be no more than two sheets (four sides) of paper, no larger than A1 or equivalent, on which a number of smaller works may be suitably attached.
- *This supporting work must be taken into the examination room and must be submitted for assessment along with the examination work.*

### Assessment

Assessment is by a 15 hour Controlled Test that is externally marked by Cambridge.

*For further guidance, refer to the Appendix.*

## 4.2 Component 2: Coursework

This involves **one** coursework project from **one** area of study given under Section 6, Syllabus content.

Candidates focus on research, development and realisation in depth. Unlike Component 3, **greater** emphasis is placed on the development of ideas and the use of processes rather than just a 'finished' outcome.

**Candidates must submit:** **one** coursework project and up to **four** sheets of supporting work (**maximum** A1 size).

- The coursework project can be either two- or three-dimensional and is defined as '*anything produced from the conception to the completion of the final item*'. It should be the candidate's individual response, produced in the **one** area of study which is considered most appropriate.
- Candidates are expected to produce **first-hand** studies from **primary sources** to inform the development of their own ideas.
- The supporting work must be selective and show the research, recording, development and critical evaluation undertaken during the course. It should include:
  - source material,
  - evidence of the development of ideas into personal solutions,
  - experiments with media and processes including trial samples,
  - examples of how the candidate's work is influenced by historical, contemporary and cultural factors.

Candidates should be reminded that the quality of work is more important than the amount of work: any weaker work submitted may have a detrimental effect on the mark awarded.

*The component as a whole should show the Personal Qualities, Manipulative, Artistic and Analytical Skills, Aesthetic Qualities and Knowledge and Critical Understanding shown by the candidate during the course.*

### Assessment

The Centre will assess the **one** coursework project together with the supporting work and award a **single mark** out of 100. This will then be externally moderated by Cambridge. Centres must select and send a sample covering the whole ability range. Refer to the *Cambridge Handbook*, *Cambridge Administrative Guide* and *Appendix* for further information.

*For further guidance, refer to Section 5 (Instructions for the marking and moderation of coursework).*

## 4.3 Component 3: Coursework

This involves **one** coursework project from **one** area of study given under Section 6 Syllabus content. The work **may** or **may not** be from the same area of study as work submitted for Component 2. If the same area is selected, candidates should look into a different process (e.g. Component 2: woven textiles, Component 3: printed textiles).

Candidates should focus on research, development and realisation **in depth**. Unlike Component 2, **equal** emphasis is placed on the resolution of the final piece and on the development of ideas and the use of processes.

**Candidates must submit:** **one** coursework project plus a folder of supporting work (**maximum** size A1, **no more than** ten sheets – twenty sides at most) **and** a sketchbook.

- The coursework project can be either two or three-dimensional and is defined as ‘*anything produced from the conception to the completion of the final item*’. The coursework project should be the candidate’s individual response, produced in the **one** area of study which is considered most appropriate.
- Candidates are expected to produce **first-hand** studies from **primary sources** to inform the development of their own ideas.
- The supporting work must be selective and show the research, recording, development and critical evaluation undertaken during the course. It should include:
  - source material,
  - evidence of the development of ideas into personal solutions,
  - experiments with media and processes including trial samples,
  - examples of how the candidate’s work is influenced by historical, contemporary and cultural factors.
- Candidates may study an area that includes approaches used in the earlier part of the course and this can be reflected in the folder of supporting work. The work **must** be directed towards **one** area of study to prepare for the coursework project.
- The folder of supporting work must not be larger than A1 and should contain a **no more than ten** sheets of work.
- The sketchbook is used to record personal reflections during the course, relating to direct observation from first hand sources, the use of processes or visits to sites, workshops and exhibitions. The sketchbook should **not** be used as a scrapbook for brochures or photocopied material from secondary sources.

Candidates should be reminded that the quality of work is more important than the amount of work: any weaker work submitted may have a detrimental effect on the mark awarded.

*The component as a whole should show the Personal Qualities, Manipulative, Artistic and Analytical Skills, Aesthetic Qualities and Knowledge and Critical Understanding shown by the candidate during the course.*

## Assessment

The Centre will assess the one coursework project together with the folder and sketchbook and award a **single mark** out of 100. This will then be externally moderated by Cambridge. Centres must select and send a sample covering the whole ability range. Refer to the *Cambridge Handbook*, *Cambridge Administrative Guide* and *Appendix* for further information.

*For further guidance, refer to Section 5 (Instructions for the marking and moderation of coursework).*

## 4.4 Component 4: Personal Study

This is an internally set Component that will be assessed by Cambridge. Candidates will produce a detailed study of any aspect of the visual arts that **may, but need not**, relate to their work for Component 2 or Component 3: Coursework. This should be a critical and visual appraisal or theoretical study undertaken in a written and/or practical form. First-hand experience of the work **must** form at least part of the Study. Although it is envisaged that **first-hand** familiarity with, for example, a building or a design studio, will be the instigation of the candidate's interest, reference to other works not easily available except in reproduction may form a substantial part of the Study.

The Study may be presented in any appropriate format. If a balance of visual and written analysis is presented it should not exceed 3500 words. Alternatively, a carefully structured sequence of annotated drawings, paintings, photographs, prints or three-dimensional objects may be presented in any appropriate format. A carefully ordered slide, tape or video presentation or any combination of written or recorded analysis using graphic presentation is also permissible. (Centres should ensure that any digitised or multimedia presentation is backed up by a hard copy.)

**An introduction, a conclusion and a bibliography are expected to be included in each type of presentation (no more than 3500 words, maximum size A1).**

Whatever format candidates choose, they are advised to complete and submit an Outline Proposal Form (see Appendix) outlining:

- a title
- their intentions
- sources for **first-hand** study
- details of first-hand research undertaken (such as the sites, workshops, museums and exhibitions visited)
- suggested presentation
- bibliography.

Candidates are advised to complete an Outline Proposal Form outlining the work that they intend to do for Component 4, and Centres are encouraged to submit these forms to Cambridge for the advice of Moderators. These forms, and the instructions for completing them, may be downloaded from the 'Support Materials' section of CIE Direct.

*The Personal Study as a whole should show the Personal Qualities, Manipulative, Artistic and Analytical Skills, Aesthetic Qualities and Knowledge and Critical Understanding demonstrated by the candidate through his/her investigation.*

### Assessment

This Component will be externally marked by Cambridge.



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## 5 Instructions for the marking and moderation of Coursework (Component 2 and/or 3)

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### Internal Moderation

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks within different teaching groups (e.g. different classes and different specialisms such as Textiles, Photography, etc.) are moderated internally for the whole Centre entry. The Centre assessments will then be subject to external moderation by Cambridge.

Candidates' marks for Component 2 and/or 3 must be recorded on the Individual Candidate Record Card produced by Cambridge. These forms, and the instructions for completing them, may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (i.e. 9704) and your Centre number, after which it will take you to the correct forms. Follow the instructions when completing each form.

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (i.e. 9704) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form.

### External moderation

External moderation of internal assessment is carried out by Cambridge. Centres must submit the internally assessed marks for all candidates to Cambridge. Centres also send a selection of coursework samples to Cambridge.

The subject teacher should complete the Coursework Summary Form and then work with their exams officer to make sure the total internally moderated mark for each candidate is submitted to Cambridge according to the instructions in the *Cambridge Administrative Guide*.

Teachers should work with their exams officer to make sure the coursework samples are selected and submitted along with the supporting forms according to the instructions in *Cambridge Administrative Guide*.

Each Centre must ensure that each candidate's work is clearly identified by name and candidate number.

The moderator will check that:

- the marking criteria have been applied
- the marking is accurate and consistent
- the marking has been standardised if more than one marker has been used.

Each Centre must ensure that all the work submitted for moderation is clearly labelled.

## 5.1 Assessment criteria for coursework

### ASSESSMENT CRITERIA FOR COURSEWORK (SCHOOL-BASED ASSESSMENT)

PERSONAL QUALITIES (Assessment Objectives (i) and (ii))	
LEVEL OF RESPONSE	MARK RANGE
Work shows much individuality; it is a sensitive and very creative response to the subject. Independence and confidence are evident to a high degree.	20–25
The work shows a very good understanding. There is individuality and a creative response. Independence and confidence are apparent.	17–19
Candidate shows clear understanding and ability but independence and confidence limited.	14–16
Personal qualities discernible but somewhat inconsistent.	11–13
Some personal qualities evident.	8–10
Limited personal qualities.	5–7
Personal qualities barely apparent.	0–4

MANIPULATIVE, ARTISTIC AND ANALYTICAL SKILLS (Assessment Objectives (iii) and (iv))	
LEVEL OF RESPONSE	MARK RANGE
Work shows a high degree of mastery in the use of media techniques/processes, ability to research, observe and record as appropriate.	20–25
Work shows good mastery of techniques and ability to research/observe and record.	17–19
Sufficient ability to use techniques and research/observe and record is evident.	14–16
Manipulative and analytical skills are discernible but somewhat inconsistent.	11–13
Some skills are evident.	8–10
Limited manipulative and analytical skills.	5–7
Manipulative and analytical skills barely apparent.	0–4

<b>AESTHETIC QUALITIES (Assessment Objective (v))</b>	
<b>LEVEL OF RESPONSE</b>	<b>MARK RANGE</b>
Outstanding ability to recognise surface, shape, colour, form, relationships, and compose/organise. Presents and communicates ideas, intentions as appropriate.	20–25
Submission shows creditable ability to carry out the above.	17–19
The candidate is competent in demonstrating the above.	14–16
There is some degree of organisation but there are inconsistencies.	11–13
Some evidence of ability is evident.	8–10
Limited organisational and compositional skills.	5–7
These abilities are barely apparent.	0–4

<b>KNOWLEDGE AND CRITICAL UNDERSTANDING (Assessment Objectives (vi) and (vii))</b>	
<b>LEVEL OF RESPONSE</b>	<b>MARK RANGE</b>
Impressive ability to analyse, evaluate subject chosen and to communicate personal views and judgements. Cultural awareness and understanding.	20–25
Candidate demonstrates considerable ability to accomplish the above.	17–19
Submission shows a competence to demonstrate the above with limited analysis and selection and it is more dependent on factual recall.	14–16
Demonstration of these abilities is inconsistent with evidence of increasing degree of factual recall.	11–13
Some ability shown.	8–10
Submission shows clear limitations.	5–7
Abilities are barely evident with no attempt to compare and select.	0–4

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## 6 Appendix

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### Guide to Administering Art and Design

Art and design practical examinations often have specific requirements which are usually different from written examinations. In the majority of cases they will be held in the art studio but a significant number of Centres may choose to hold them in standard classrooms. Depending on the media that candidates are using, they may find that they have a considerable amount of equipment and materials in their work space. In addition, some candidates will need to be able to move around the studio because they need to access specific technical equipment and different materials.

These guidelines should be consulted by the teacher, prior to, during, and after the examination, and also by the invigilator.

You are advised to contact Cambridge where an issue arises that is not covered in these guidelines.

### Part 1: Prior to starting any supporting work

#### Teacher information

##### Size of work

Before candidates begin to plan their Controlled Test piece or start their supporting work, they must be aware of the size restrictions. Maximum A1 (work that is larger or three-dimensional must be photographed).

##### Inappropriate material

Candidates may work in any *appropriate* media. Cambridge does not wish to restrict the creative process behind works of art, but Teachers are reminded that the use of inappropriate media can be potentially dangerous to those handling the work and to the examiners. The following is a list of items presented in the past that are deemed to be inappropriate.

- hypodermic needles
- syringes
- any glass, including mirrors
- animal skin and fur
- hair and blood
- fresh organic matter
- barbed wire
- plaster
- unfired clay
- un-used (live) matches
- razor blades
- plant material with roots attached
- fresh organic matter

Centres are advised to contact Cambridge if they are in doubt about the suitability of materials. Any work carried out in an inappropriate medium will not be assessed if health and safety considerations render this impossible. Teachers must be aware that certain materials will create problems with Customs and Excise or are CITES (Convention on International Trade of Endangered Species) listed.

##### Use of sketchbooks

Candidates should be advised they may use a sketchbook for any drawings/other research material. If a candidate wishes to submit any of this as supporting work, then they should be detached from the sketchbook prior to mounting.

## Part 2: Prior to the controlled test – supporting work

### Invigilator and teacher Information

AS/A level 9704/01 candidates must have **at least three weeks** preparatory period in which to produce their supporting work.

During the preparatory period, candidates should produce supporting work in response to **one** question from the question paper. They must bring this supporting work into the examination as their reference material.

Supporting work must be brought into the examination room at the start of the examination and must not leave the examination room until it is sent to Cambridge with the final examination piece. Candidates are not allowed access to their supporting work between examination sessions and they cannot replace work or submit additional supporting work once the examination has started. All supporting work must be labelled and must be clearly distinguishable from the final examination piece.

When the candidates arrive, ensure that all their supporting work is placed on their work stations.

All supporting work and examination work must be made secure after each session and overnight at the end of each day. Candidates who have not brought any supporting work to the start of the examination will not be allowed to submit any at a later time. They should be instructed to start the examination piece and not attempt to produce supporting work during the allotted examination time.

Candidates are **not** allowed to take books/magazines into the examination room as supporting work.

Candidates are not allowed mobile/cell phones in the controlled test.

### Additional Note for Teachers

Teachers are reminded that candidates should select sufficient supporting work to support the final examination piece(s). Supporting work comprise the candidate's own work/photographs, and should be selected and organised in a manner that shows research, exploration of ideas, development of theme and experiments with media and materials.

## Part 3: The controlled test – preparation of materials

### Invigilator and teacher information

The following are examples of where assistance may be provided:

- loading and firing of ceramic ware
- welding of armatures
- selection of types of dye and/or chemicals

The following are **NOT** to be included in the time allowance for the examination:

- arrangement of still-life groups
- mixing of photographic chemicals and washing and drying of prints
- drying and firing of ceramic ware
- rest periods for life models
- stretching of screens/preparation of blocks
- trimming and mounting of finished piece(s).

All ceramic work must be fired before submission. Candidates undertaking any ceramic work should have their examination scheduled as early as possible within the period to allow enough time for drying and firing. It is also advisable to photograph ceramic work at each stage.

Any painted work must be carried out in a quick-drying medium and must be completely dry before it is despatched.

## Part 4: Invigilation of the controlled test

### Invigilator and teacher Information

The invigilator should **not** be the teacher who has prepared the candidates. However, it is necessary for an art and design teacher to be available at the start of each examination session and as required throughout the whole examination to deal with any technical issues that may arise (see the *Cambridge Handbook*).

- 1 Familiarise yourself with the *Checklist for Invigilators*, which applies to Invigilators of both written and practical examinations. Cambridge regulations require that all persons, except members of staff acting as invigilators, or other authorised personnel such as artist's models, and the candidates engaged in each examination, must be excluded from the examination room.
- 2 Prior to the arrival of the candidates and the start of the examination, familiarise yourself with the set up of the room. It is unlikely that the room will be free from art work but you should be confident that candidates cannot easily access any work that is not their own, to copy or submit as their own.
- 3 Where possible, candidates should carry out the work in sessions lasting no more than three hours. AS/A level 9704 candidates will normally require **three** consecutive days (15 hours) to be set aside to complete the examination.
- 4 Centres are provided with a final date by which the examination must be completed and should schedule the examination date(s) accordingly within that period. In some cases it may be necessary for Centres to schedule different groups of candidates to take the same examination on different days. For example 9704/01 candidates *A to M* take the examination on 4, 5 and 6 April and candidates *N to Z* take the same examination on 10, 11 and 12 April.
- 5 In some cases, it may be necessary for examination dates to be rescheduled. Candidates who may qualify for Special Consideration due to missing part of the examination because of recent illness, accident, etc. (see the *Cambridge Handbook*) may be advised to reschedule their examination later in the period. Centres are advised to refer to the *Cambridge Handbook* and to seek clarification from Cambridge.  
Rescheduling within the period should not be used to accommodate candidates who might have failed to turn up for a session without good reason.
- 6 The use of mp3 players, personal radios, mobile/cell phones (for candidates to listen to music) is **not** permitted.
- 7 All candidates must be provided with their own equipment such as scissors, erasers, paint, etc. Candidates should not need to share basic art equipment.
- 8 During the examination, it is recognised that some movement by candidates and spoken instructions may be necessary – but ensure that these are essential to the examination. All equipment and chemicals should be arranged so as to minimise the need for any movement. Candidates should initially direct questions/issues relating to technical matters and materials to the invigilator, who will in turn refer them to the available technician/teacher.
- 9 Candidates must not talk to each other or distract each other in any way.
- 10 The invigilator must be constantly vigilant and observant.

- 11 The invigilator should be around the studio. In the unlikely event that there is a serious breach of examination security (e.g. obvious collusion between candidates), the Head of Centre should be informed and the incident detailed on the Supervisor's Report. Cambridge must be informed **immediately** of any such incident. If a candidate is disruptive, the Head of Centre should be informed and the candidate should be removed quietly from the examination room. Again, Cambridge must be informed **immediately** of such an incident.
- 12 If a candidate appears to be having problems with faulty equipment or if they incur any accidents such as water being spilt and spoiling work, inform the teacher/technician. A note should be made on the Supervisor's Report of any such help given to the candidate and included with the work for despatch to Cambridge.
- 13 Invigilators and teachers/technicians must not comment on any aspect of the work, and should not communicate with candidates except for administrative or safety reasons. It is permissible for teachers/technicians to instruct candidates on clearing up and tidying procedures at the end of the session and as appropriate throughout the examination.
- 14 If a candidate is experiencing difficulties in the examination, communication should be with that candidate only and general announcements should not be made. If there is a problem with the equipment supplied, an announcement may be made but, again, a note **must** be made in the Supervisor's Report, detailing the announcement and reasons, and included in the scripts for despatch to Cambridge.

## Part 5: At the end of the controlled test

### Teacher information

- 1 Work carried out using chalk, pastels or charcoal **must** be fixed before despatch.
- 2 Candidates' work should **not** be individually wrapped in tissue paper or protective film. If necessary, a single loose sheet of tissue paper can be placed on top of the work.
- 3 Trimming and mounting of work should be completed after the examination but the Centre must ensure that the work remains secure and within the size restrictions. Centres are advised not to mount work using heavy card or board.
- 4 Candidates must be instructed to label their work correctly. The candidate's name, number and Centre number must all be written clearly on the labels provided. The label must be attached to the top right-hand corner of the **front** of each sheet of work. As a precaution, the same information should be written clearly on the reverse of the work.
- 5 If a candidate has produced supporting work that they then decide they do not wish to submit for assessment, this work must be handed to the invigilator at the end of the examination. The work should be clearly marked up as 'not to be submitted' and the Centre must ensure that this work is retained securely until after the end of the enquiries about results period.

## Part 6: Despatch of controlled test and supporting work

### Teacher information

- 1 The work should be packed in the large white plastic envelopes provided by Cambridge. All work should be sent to:

Cambridge International Examinations  
Hill Farm Road  
Whittlesford  
Cambridge

United Kingdom

CB22 4FZ

- 2 The examination work and the appropriate supporting work must be packed together with the examination work on top. Supporting work must be securely fastened to the examination piece at the top left-hand corner, and it must be packed in candidate number order so that candidate with the lowest candidate number is placed on top of the pile, i.e. the order in which the candidates appear on the attendance register. The attendance register must be placed on the top of the pile.
  - 3 Work should **not** be folded or rolled.
  - 4 Any 3D work must be packed in durable containers and in such a way as to minimise the movement of the work within the container. Centres are advised to obtain polythene 'bubble wrap'. Newspaper and sawdust are not suitable packing materials.
- All work and supporting work must be sent to Cambridge as soon as it is completed. Centres should not wait until the end of the examination period before despatching the work.

## Part 7: Despatch of coursework (Component 2 and/or 3)

### Teacher information

The work should be placed in large white plastic envelopes provided by Cambridge or appropriate size envelopes. **Work for each component must be packed and sent separately.**

- 1 The sample/s of work (see [www.cie.org.uk/samples](http://www.cie.org.uk/samples) for instructions and sample arrangements) should be sent to Cambridge according to the dates and instructions listed. Candidates must be instructed to label their work correctly (see above).



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## 7 Other information

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### Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook*, which can be downloaded from the website [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

### Language

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

### Grading and reporting

Cambridge International A Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

## Entry option codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the entry option code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone.

Entry option codes and instructions for making entries can be found in the *Cambridge Guide to Making Entries*. Other exams administration documents, including timetables and administrative instructions, can be found at [www.cie.org.uk/examsOfficers](http://www.cie.org.uk/examsOfficers)

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