



# Syllabus

## Cambridge IGCSE™ (9–1)

### Art & Design 0989

Use this syllabus for exams in 2024.

Exams are available in the June and November series.



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## Why choose Cambridge International?

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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, 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.

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, 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 Guttentag, 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 qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

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# Contents

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<b>Why choose Cambridge International?</b> .....	<b>2</b>
<b>1 Why choose this syllabus?</b> .....	<b>4</b>
<b>2 Syllabus overview</b> .....	<b>6</b>
Aims	6
Content overview	7
Assessment overview	8
Assessment objectives	9
<b>3 Subject content</b> .....	<b>10</b>
Skills and understanding common to all areas of study	10
Painting and related media	11
Graphic communication	12
Three-dimensional design	13
Textiles and fashion	14
Photography	15
<b>4 Details of the assessment</b> .....	<b>16</b>
Component 1 – Coursework	16
Component 2 – Externally Set Assignment	17
Avoidance of plagiarism	18
Assessment criteria for Component 1 and Component 2	19
<b>5 What else you need to know</b> .....	<b>20</b>
Before you start	20
Making entries	21
Accessibility and equality	21
After the exam	22
How students and teachers can use the grades	23
Grade descriptions	23
Changes to this syllabus for 2024	24

## **Important: Changes to this syllabus**



**For information about changes to this syllabus for 2024, go to page 24.**

The latest syllabus is version 1, published September 2021. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2020 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 4500 schools in over 140 countries.

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

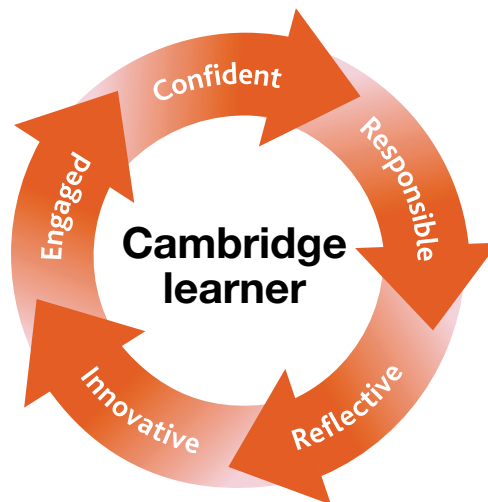
**Cambridge IGCSE (9–1) Art & Design** encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully used.

The syllabus appeals to learners who wish to explore practical work through a range of two- and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes.

The syllabus helps equip learners with lifelong skills including:

- confidence and enthusiasm as they develop technical skills in two- and/or three-dimensional form and composition
- the ability to identify and solve problems in visual and tactile forms
- the ability to develop ideas from initial attempts to outcomes.

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



**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 International 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) Art & Design gives learners a solid foundation for further study. Candidates who achieve grades 4 to 9 are well prepared to follow a wide range of courses including Cambridge International AS & A Level Art & Design or Cambridge International AS & A Level Digital Media & Design.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC, 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 reformed 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](http://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 in Egypt BSE

## Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and 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](http://www.cambridgeinternational.org/support)

Support for Cambridge IGCSE			
<b>Planning and preparation</b> <ul style="list-style-type: none"> <li>• Next steps guides.</li> <li>• Schemes of work.</li> <li>• Specimen papers.</li> <li>• Syllabuses.</li> <li>• Teacher guides.</li> </ul>	<b>Teaching and assessment</b> <ul style="list-style-type: none"> <li>• Endorsed resources.</li> <li>• Online forums.</li> <li>• Support for coursework and speaking tests.</li> </ul>	<b>Learning and revision</b> <ul style="list-style-type: none"> <li>• Example candidate responses.</li> <li>• Past papers and mark schemes.</li> <li>• Specimen paper answers.</li> </ul>	<b>Results</b> <ul style="list-style-type: none"> <li>• Candidate Results Service.</li> <li>• Principal examiner reports for teachers.</li> <li>• Results Analysis.</li> </ul>

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

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## 2 Syllabus overview

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### Aims

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

The aims are to enable students to develop:

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


### Content overview

Cambridge IGCSE (9–1) Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response and schools can play to their strengths in terms of staff expertise and interests.

The broad areas of study are:

- painting and related media
- graphic communication
- three-dimensional design
- textiles and fashion
- photography.

Candidates can respond to either component using any of the media listed in the areas of study above.



Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

## Assessment overview

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

All candidates take:	and:
<p><b>Component 1</b></p> <p>Coursework 50%</p> <p>100 marks</p> <p>Candidates research, develop and realise a project from one or more of the areas of study and should explore a theme.</p> <p>There are <b>two</b> parts to the coursework:</p> <ul style="list-style-type: none"> <li>– a portfolio <b>and</b></li> <li>– a final outcome.</li> </ul> <p>Externally assessed.</p>	<p><b>Component 2</b> 8 hours</p> <p>Externally Set Assignment 50%</p> <p>100 marks</p> <p>Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same areas of study as Component 1, but they do not have to.</p> <p>There are two parts to the assignment:</p> <ul style="list-style-type: none"> <li>– supporting studies <b>and</b></li> <li>– a final outcome, produced during a supervised test of 8 hours' total duration.</li> </ul> <p>Externally assessed.</p>

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 Component 2.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Component 1.



## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Record

Record ideas, observations and insights relevant to intentions as work progresses.

### AO2 Explore

Explore and select appropriate resources, media, materials, techniques and processes.

### AO3 Develop

Develop ideas through investigation, demonstrating critical understanding.

### AO4 Present

Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language.

## Weighting for assessment objectives

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

## 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

Assessment objective	Weighting in IGCSE %
AO1 Record	25
AO2 Explore	25
AO3 Develop	25
AO4 Present	25
Total	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %	
	Component 1	Component 2
AO1 Record	25	25
AO2 Explore	25	25
AO3 Develop	25	25
AO4 Present	25	25
Total	100	100

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## 3 Subject content

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You have the flexibility to structure a course that suits the available resources and your teaching expertise.

For guidance and advice on planning and scheduling your teaching, please refer to the *Course Handbook*.

Candidates can work in the same areas of study for both components, but they do not have to. You should encourage your candidates to experiment according to their interests and the available support and resources.

The areas of study provide a framework of art and design practice and indicate an approach that encourages exploration. Learners may use a broad range of different media, materials and techniques including traditional and contemporary media and technologies, or a combination where appropriate, providing all assessment objectives are met. Candidates are encouraged to produce a variety of creative responses through exploration with a range of materials, processes and techniques.

Candidates are not expected to produce work from all the areas of study.

### Skills and understanding common to all areas of study

Candidates who follow the Cambridge IGCSE (9–1) Art & Design syllabus are expected to develop the following skills as those outlined in each area of study.

Candidates must be able to:

- record their own experiences and observations from first-hand and secondary resources and personal research
- collect, record and respond to visual information using a range of techniques
- select, give context to and organise the information they collect in a coherent way
- effectively use a wide range of resources and use the information to develop their practice
- make personal investigations
- apply a range of skills to produce art and design work
- evaluate their own work, review and edit
- reflect, refine and adapt.

## Painting and related media

Candidates should be encouraged to develop both their knowledge and skills in a broad range of media, processes and techniques. They should demonstrate a personal response through painting and related media; they should demonstrate working to a theme, starting point or brief and show the ability to consider artistic constraints and problems. Candidates should consider traditional, contemporary and emerging techniques and approaches.

Candidates should work in **one or more** of the following:

- painting
- drawing
- assemblage/collage
- printmaking
- mixed media.

Candidates will need to:

- carry out visual research, using directly observed (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways
- explore and experiment with a wide range of different media (including recycled materials), techniques and processes
- carry out in-depth research into artists, designers and cultural influences to inform the development of their ideas
- select, review and refine their work throughout the whole process to produce a personal and resolved response.

## Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- the ability to use appropriate materials, including recycled material, and techniques to communicate their intention effectively
- an understanding of form, perspective and scale
- the ability to create images with consideration for space, balance and colour relationships
- effective use of a few appropriate skills such as tonal drawing, pen and ink, pastels, painting, printmaking, collage
- the ability to respond to a theme or given starting point.

## Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- appropriate materials, processes, technologies and resources
- how painting and related media can be used to communicate ideas and observations
- the importance of social and cultural factors
- relevant painting and related media genres, styles and techniques used by artists, past and present
- the importance of intention, research, realisation and reflection to the artistic process.

Digital photography as a means of recording and image making can be used for gathering and researching ideas but images must be submitted as hard copies.

## Graphic communication

Candidates should be encouraged to develop both their knowledge and skills in a broad range of media, processes and techniques. They should demonstrate visual meaning through graphic communication, working to a theme, starting point or brief and considering design constraints and problems. Candidates should consider traditional, contemporary and emerging techniques and approaches.

Candidates should work in **one or more** of the following:

- illustration
- printmaking
- packaging design
- advertising
- typography.

Candidates will need to:

- carry out visual research, using direct observation (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways
- explore and experiment with a wide range of different media, techniques and processes such as print media, collage, pencils, inks and paper construction
- show an awareness of current and historical design processes and concepts
- explore the relationship between image and text, the use of colour composition, problem-solving and communication to develop ideas
- select, review and refine their work throughout the whole process to produce a personal and resolved response.

## Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- the ability to use appropriate materials, including recycled, and techniques to communicate their intention effectively
- an understanding of perspective, scale and colour
- the ability to create designs with consideration for space, balance and colour relationships
- effective use of a few appropriate skills such as drawing, photography, photo editing, printmaking, typography and lettering, product design and package construction
- the ability to respond to a theme, starting point or design brief
- an awareness of the intended audience.

## Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- appropriate materials, processes, technologies and resources
- how graphic design can be used to communicate ideas and observations
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- relevant graphic communication styles and techniques used by designers, past and present
- the importance of intention, research, realisation and reflection to the graphic design process.

Digital photography as a means of recording and image making can be used for gathering and researching ideas but images must be submitted as hard copies.

## Three-dimensional design

Candidates should be encouraged to develop both their knowledge and skills in a broad range of media, processes and techniques. They should demonstrate their understanding of development of designs for a three-dimensional outcome, working to a theme or brief and considering design constraints and problems. Candidates should consider traditional, contemporary and emerging techniques and approaches.

Candidates should work in **one or more** of the following:

- sculpture/ceramics
- product design
- architectural: interior design/set design
- craft design: metalwork, papercrafts and woodwork
- jewellery and fashion accessories.

Candidates will need to:

- carry out visual research, using direct observational (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways to show clear evidence of the development of their ideas
- explore and experiment with a wide range of different media, techniques and processes such as clay, plaster, cardboard, metal, string and tape and recycled material to develop maquettes for further development
- carry out in-depth research into images and resources related to three-dimensional design, which reference a range of cultural, social and local contexts
- explore form, function and surface using models, samples, materials exploration and technical notes to develop their ideas
- select, review and refine their work throughout the whole process to plan and produce a personal and resolved response.

## Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- the ability to use appropriate materials and techniques to communicate their intention effectively
- an understanding of form, structure and scale
- the ability to create designs with consideration of texture, shape, colour and movement
- effective use of a few appropriate specialist working processes and equipment such as kilns, CAD, laser cutters and hand tools
- the ability to respond to a theme or given starting point or brief
- consideration of the intended audience for the work.

## Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- appropriate materials, processes, technologies and resources
- how three-dimensional design can be used to communicate ideas
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- relevant genres, styles and techniques used by artists and designers, past and present
- the importance of intention, research, realisation and reflection to the three-dimensional design process.

Digital photography as a means of recording and image making can be used for gathering and researching ideas but images must be submitted as hard copies.

## Textiles and fashion

Candidates should be encouraged to develop both their knowledge and skills in a broad range of media, processes and techniques. They should demonstrate understanding of the development of designs for a textiles or fashion outcome, working to a theme, starting point or brief and considering design constraints and problems. Candidates should consider traditional, contemporary and emerging techniques and approaches.

Candidates should work in one or more of the following:

- fashion design and/or illustration
- costume design
- screen printing
- batik
- surface pattern.

Candidates will need to:

- carry out visual research, using directly observed (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways to show clear evidence of the development of their ideas
- explore and experiment with a wide range of different media, techniques and processes such as pencil, paint, inks, marker pens, pastels, fabric swatches, recycled materials, samples, mock-ups and toiles, fabric dyeing, printing and hand- and machine-embroidery
- develop an understanding of material, trends, manufacturing, local crafts and cultural factors relating to textiles and fashion, different types of fabric, manipulation and surface treatments
- select, review and refine their work throughout the process to produce a personal and resolved response, which may include fashion illustrations, hand-made costumes or contemporary textile designs.

## Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- the ability to use appropriate materials and techniques to communicate their intention effectively
- an understanding of form, function and colour relationships within the design process
- the ability to create designs with consideration of texture, pattern and shape
- effective use of a few appropriate specialist working processes and equipment such as fabric construction, dyeing and printing; screen and mono printing; batik; embroidery and machine stitching
- the ability to respond to a theme, starting point or brief
- consideration of the intended audience for the work.

## Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- appropriate materials, processes, technologies and resources
- how textiles and fashion design can be used to communicate ideas
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- relevant textile and fashion genres, styles and techniques used by designers, past and present
- the importance of intention, research, realisation and reflection to the textile and fashion design process.

Digital photography as a means of recording and image making can be used for gathering and researching ideas but images must be submitted as hard copies.

## Photography

Candidates should be encouraged to develop both their knowledge of skills and processes relevant to photography. Candidates should understand formal elements, animation, film or game design such as using narrative and visual language to create meaning, and using composition and planning layouts. Drawing skills for animation could include character development, background and storyboards. Candidates should be able to use appropriate specialist technical language and support their creative work with technical notes and records.

All work submitted for this area of study must be in a hard-copy format.

Candidates should work in one or more of the following:

- traditional film photography
- digital photography
- camera-less photography
- animation: hand-drawn or computer-aided or a combination
- photomontage or photocollage.

Candidates will need to:

- carry out visual research, using direct observations (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways to show clear evidence of the development of their ideas
- explore and experiment with techniques relevant to photography such as depth of field, lighting and exposure, aperture/shutter speed, angle and view-point/composition, framing and editing
- explore and experiment with different photographic media and processes such as abstracting, documenting, developing and printing of films, pin-hole camera, photograms, multiple exposure, photosensitive surfaces and alternative print processes, image scanning and manipulation and digital manipulation
- for animation, film and game design, explore relevant media and processes such as hand-drawn, stop motion or digital animation. Work must be submitted as hard copy so the research, development and recording of their ideas is more important than the finished outcome
- select, review and refine their work throughout the process to produce a personal response.

## Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- storyboarding and image-making through photography, model-making, drawing and/or illustration
- an understanding of the conventions of photography and genres such as portrait, landscape and documentary
- the ability to respond to a theme or brief
- consideration of the intended audience for the work.

## Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- different types and genres of photography and/or animation
- appropriate materials, processes, technologies and resources
- the importance of intention, research, realisation and reflection to the relevant processes
- a range of relevant artists, photographers or animators.

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## 4 Details of the assessment

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All candidates take both components.

### Component 1 – Coursework

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

There are **two** parts to this component:

- a portfolio and
- a final outcome.

Candidates can choose to work in any of the areas of study and should explore a theme, producing a portfolio of work that leads to a resolved final outcome. The theme may be set by the teacher or candidates may choose their own theme in consultation with their teacher. Candidates may, but do not have to, explore the same area of study for their Externally Set Assignment.

First-hand studies from primary sources such as visits to local galleries, tourist attractions or areas of interest, or contact with visiting speakers, local artists, designers or craftspeople should be included during the course where possible.

#### Portfolio

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

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

Candidates may, but do not have to, support their practical work with written analysis and research notes. Candidates should carefully select work for their portfolio that shows they have:

- recorded ideas and observations from first-hand studies, such as their own drawings and photography, as well as secondary imagery and sources
- developed ideas and explored and experimented with different media, techniques and processes
- made reference to contextual sources where appropriate, e.g. artists, key art movements, historical events or local or national art, craft and design
- selected, reviewed and refined their ideas as work progresses to plan and produce a personal and coherent final outcome.

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



## Final outcome

The final outcome should be a resolved piece of work that demonstrates breadth and depth of exploration and inquiry and it must be the candidate's individual response.

Candidates may work in any size or appropriate media but **any** work that is fragile, three-dimensional or larger than A2 must be photographed. The prints must be mounted on A2 and clearly labelled.

Component 1 is marked against the assessment criteria at the end of this section. Cambridge International will assess the portfolio and the final outcome together and award a single mark out of 100. Work for this component must not be sent with Component 2.

## Component 2 – Externally Set Assignment

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

There are two parts to this component:

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

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

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

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

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

Candidates should select supporting studies that show how they have:

- recorded ideas and observations from first-hand studies, such as their own drawings and photography, and secondary imagery from books, magazines and the internet
- explored and experimented with different media, techniques and processes
- carried out relevant research into artists, designers and cultural influences related to their ideas
- selected, reviewed and refined their ideas as work progresses to plan and produce a personal and coherent final outcome.

The supporting studies can be up to **two** sheets of A2. Candidates may use both sides of the paper. They may work in any size or appropriate media. **Any** work that is fragile, three-dimensional or larger than A2 must be photographed. The photographs must be mounted on A2 and clearly labelled. This applies to both the supporting studies and the final outcome.

Component 2 is marked against the assessment criteria at the end of this section. Cambridge International will assess both the supporting studies and the final outcome together and award a single mark out of 100. Work for this component must not be sent with Component 1.

## Avoidance of plagiarism

Candidates must be taught the meaning and significance of plagiarism. Candidates should provide references for all source materials used in their research.

The candidate is required to sign a declaration stating that the Coursework is their own work and you must countersign to confirm that you believe the work is that of the candidate. The declaration of authenticity form, and the instructions for completing the form, should be downloaded from the samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)**. The database will ask you for the syllabus code (i.e. 0400) and your centre number, after which it will take you to the correct forms. Follow the instructions on the form. Further details can be found in the *Cambridge Handbook*.

## Assessment criteria for Component 1 and Component 2

AO1: Record ideas, observations and insights relevant to intentions as work progresses	AO2: Explore and select appropriate resources, media, materials, techniques and processes	AO3: Develop ideas through investigation, demonstrating critical understanding	AO4: Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language
25 marks	25 marks	25 marks	25 marks
<p><b>Excellent</b> skill in recording observations from a variety of relevant sources, showing intentions <b>effectively</b>.</p> <p style="text-align: right;"><b>21–25</b></p>	<p><b>Excellent</b> exploration of media, materials, techniques and processes, showing <b>effective</b> selection of relevant resources.</p> <p style="text-align: right;"><b>21–25</b></p>	<p><b>Excellent</b> development of ideas through investigation, demonstrating <b>effective</b> critical understanding.</p> <p style="text-align: right;"><b>21–25</b></p>	<p><b>Excellent</b> realisation of intentions, demonstrating <b>effective</b> understanding of visual language.</p> <p style="text-align: right;"><b>21–25</b></p>
<p><b>Confident</b> skill in recording observations from a variety of relevant sources, <b>consistently</b> showing intentions.</p> <p style="text-align: right;"><b>16–20</b></p>	<p><b>Confident</b> exploration of media, materials, techniques and processes, <b>consistently</b> selecting relevant resources.</p> <p style="text-align: right;"><b>16–20</b></p>	<p><b>Confident</b> development of ideas through investigation, <b>consistently</b> demonstrating critical understanding.</p> <p style="text-align: right;"><b>16–20</b></p>	<p><b>Confident</b> realisation of intentions, <b>consistently</b> demonstrating understanding of visual language.</p> <p style="text-align: right;"><b>16–20</b></p>
<p><b>Competent</b> skill in recording observations from a variety of relevant sources, showing <b>clear</b> intentions.</p> <p style="text-align: right;"><b>11–15</b></p>	<p><b>Competent</b> exploration of media, materials, techniques and processes, showing <b>clear</b> selection of relevant resources.</p> <p style="text-align: right;"><b>11–15</b></p>	<p><b>Competent</b> development of ideas through investigation, demonstrating <b>clear</b> critical understanding.</p> <p style="text-align: right;"><b>11–15</b></p>	<p><b>Competent</b> realisation of intentions, demonstrating <b>clear</b> understanding of visual language.</p> <p style="text-align: right;"><b>11–15</b></p>
<p><b>Satisfactory</b> skill in recording observations from several relevant sources, showing <b>some</b> intentions.</p> <p style="text-align: right;"><b>6–10</b></p>	<p><b>Satisfactory</b> exploration of media, materials, techniques and processes, showing <b>some</b> selection of relevant resources.</p> <p style="text-align: right;"><b>6–10</b></p>	<p><b>Satisfactory</b> development of ideas through investigation, demonstrating <b>some</b> understanding.</p> <p style="text-align: right;"><b>6–10</b></p>	<p><b>Satisfactory</b> realisation of intentions, demonstrating <b>some</b> understanding of visual language.</p> <p style="text-align: right;"><b>6–10</b></p>
<p><b>Limited</b> skill in recording observations from one or more sources, showing <b>basic</b> intentions.</p> <p style="text-align: right;"><b>1–5</b></p>	<p><b>Limited</b> exploration of media, materials, techniques and processes, showing <b>basic</b> selection of resources.</p> <p style="text-align: right;"><b>1–5</b></p>	<p><b>Limited</b> development of ideas through <b>basic</b> investigation.</p> <p style="text-align: right;"><b>1–5</b></p>	<p><b>Limited</b> realisation of intentions, demonstrating a <b>basic</b> understanding of visual language.</p> <p style="text-align: right;"><b>1–5</b></p>
No creditable response	No creditable response	No creditable response	No creditable response
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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## 5 What else you need to know

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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](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We do not expect learners starting this course to have previously studied Art & Design.

#### Guided learning hours

We design Cambridge IGCSE syllabuses based on learners having about 130 guided learning hours for each subject during the course but this is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to local practice and their 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.

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://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 cannot 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 Art & Design (0400)
- Cambridge O Level Art & Design (6090)
- 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 a copy of 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 one 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 your 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](http://www.cambridgeinternational.org/eoguide)

### Retakes and carry forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/entries](http://www.cambridgeinternational.org/entries)

Candidates cannot resubmit, in whole or in part, coursework from a previous series. To confirm if an option is available to carry forward marks for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series. Regulations for carrying forward internally assessed marks can be found in the *Cambridge Handbook* for the relevant year at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

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

## Accessibility and equality

### Syllabus and assessment design

Cambridge International works 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 with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, 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 in line with *The Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://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](http://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:

- to measure learning and achievement
  - The assessment:
    - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.
- 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
    - help students choose the most suitable course or career.

## Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

A **Grade 7** Cambridge IGCSE (9–1) Art & Design candidate will be able to:

- meet all the assessment objectives to a high level
- demonstrate a firm grasp of skills and a superior creative ability in the options chosen
- produce work that shows a high degree of organisation, extensive investigation, and is characterised by an interpretation which is highly personal and perceptive, reflecting informed and considered judgement.

A **Grade 4** Cambridge IGCSE (9–1) Art & Design candidate will be able to:

- meet most of the assessment objectives
- demonstrate competence in their grasp of skills and an appropriate creative ability in the options chosen
- produce work that shows a degree of organisation, evidence of research, and is characterised by self-awareness and straightforward personal response.

A **Grade 2** Cambridge IGCSE (9–1) Art & Design candidate will be able to:

- meet a few of the assessment objectives
- demonstrate limited skills and creative ability in the options chosen
- produce work that is generally weak in organisation, and while showing evidence of interest and effort, demonstrates only limited self-awareness. It will be characterised by a heavy reliance on secondary sources.

## Changes to this syllabus for 2024

The syllabus has been updated. This is version 1, published September 2021.

There are no significant changes which affect teaching.

**You must read the whole syllabus before planning your teaching programme.**

Any textbooks endorsed to support the syllabus for examination from 2020 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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We're always looking to improve the accessibility of our documents. If you find any problems or you think we're not meeting accessibility requirements, contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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