



**CAMBRIDGE**  
International Education

# Syllabus

## Cambridge International AS & A Level Art & Design 9479

Use this syllabus for exams in 2028, 2029 and 2030.

Exams are available in the June and November series.

Exams are also available in the March series in India.



### Version I

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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# Why choose Cambridge?

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

## Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

## Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

## Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

## Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

## Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

## Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

## Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

## School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

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

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

**For information about changes to this syllabus for 2028, 2029 and 2030, go to page 46.**



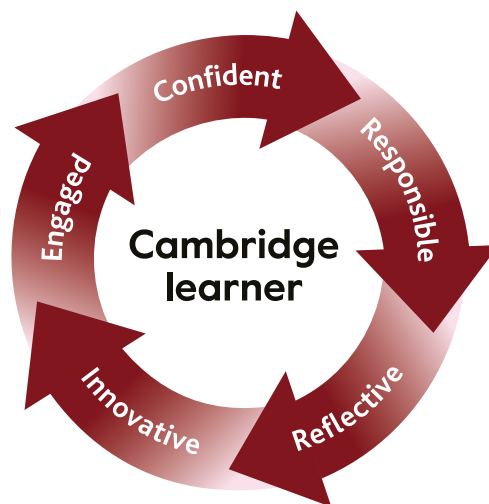
# 1 Why choose this syllabus?

## Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS & A Level gives schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.



**Cambridge International AS & A Level Art & Design** provides opportunities for learners to develop their personal practice, enrich their understanding of key concepts and improve their practical skills in a wide range of traditional and contemporary techniques. It allows learners to explore and build on their interests.

The syllabus encourages independent expression and the development of a critical, reflective practice. It is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of teachers to be fully exploited.

Our approach in Cambridge International AS & A Level Art & Design supports the development of learners who are:

**confident**, experimenting with media and materials in two- and three-dimensional processes, taking risks and improving technical skills to develop a personal artistic style

**responsible**, taking charge of their own development as practitioners, with an independent approach to the creative process

**reflective**, recording ideas and critically evaluating their work as they continually review, refine and adapt

**innovative**, combining approaches and techniques and developing the skills to solve problems creatively

**engaged**, enriching their work by exploring different artists, movements and concepts.

**School feedback:** ‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

**Feedback from:** Principal, Rockledge High School, USA

## Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

Carefully introducing and developing key concepts at the right time will help to underpin the teaching. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS & A Level Art & Design are:

- **Communication**  
An essential purpose of any piece of art and design is to communicate, from the simplest sketch to the most complex work. Artists and designers need to understand that the relationship their work builds with the audience is influenced by many things, including their chosen media and methods. Effective communication is also essential for operating in today's art and design world, which demands collaboration and engagement with wider cultures and movements.
- **Creativity**  
Creativity is at the heart of an artist or designer's processes. It pushes them to question, investigate, experiment and take risks to create work that is original and meaningful. Creative practitioners use curiosity, imagination and innovation to solve art and design problems in new ways.
- **Intention**  
An intention is the starting point of any project, from which an artist or designer starts to develop ideas. An intention or purpose can come from a brief, proposal or research, while at other times it might begin as an idea or feeling. Though an intention is the reason to start a project, it is important to understand that the intention can evolve as work develops.
- **Materials and processes**  
Experimentation with materials and processes builds confidence, and helps develop awareness of spatial, textural and colour relationships, which are fundamental to art and design. A skilful artist or designer selects the materials and processes that communicate their message in the most effective way.
- **Critical reflection**  
Critical reflection is the ongoing process that helps artists and designers learn what works and what doesn't. Artists and designers need to evaluate how the materials, techniques and processes they choose affect how their work communicates meaning. This process can help work become more relevant and coherent.
- **Research and context**  
First-hand research helps artists and designers develop their ideas and refine their practice. Actively researching and responding to other practitioners, cultures and creative movements gives the artist or designer a broad view of the world. An artist or designer can use this to improve their practice and understand how their work connects with its intended audience.

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2500 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

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

### A choice of assessment routes

Cambridge International AS & A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level.

Cambridge International AS Level Art & Design makes up the first half of the Cambridge International A Level course in Art & Design and provides a foundation for the study of Art & Design at Cambridge International A Level. The AS Level can also be delivered as a standalone qualification. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in art and design or some other subjects. It is also suitable as part of a course of general education.

Cambridge International A Level Art & Design provides a foundation for the study of art and design or related courses in higher education. Equally it is suitable as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level see the 'Assessment overview' section of the Syllabus overview.

Visit **[www.cambridgeinternational.org/recognition-search](http://www.cambridgeinternational.org/recognition-search)** and university websites for the most up-to-date higher education entry requirements.

Learn more: **[www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)**

## Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support), our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching and learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the School Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at [www.cambridge.org/education](http://www.cambridge.org/education) and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

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

Find the next step on your professional development journey:

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit [www.cambridgeinternational.org/support-and-training-for-schools](http://www.cambridgeinternational.org/support-and-training-for-schools)

### 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.

You can deliver some of the aims using suitable local, international or historical examples and applications, or through collaborative experimental work.

Students following a course based on this syllabus will:

- develop the ability to record from first-hand observation, personal experience and other sources
- develop an inquisitive, creative approach to research and problem-solving
- effectively communicate their personal response by improving technical skills in a range of processes and media
- develop independent expression by analysing, evaluating and applying concepts and techniques
- be able to articulate ideas and responses to their work and the work of others using a relevant vocabulary
- develop creativity, visual awareness, critical and cultural understanding
- develop confidence, enthusiasm and a sense of achievement in the practice of art and design
- grow independence in the refinement and development of ideas and personal outcomes
- develop a clear contextual framework that aids critical reflection of their work
- develop a critical understanding of important concepts and formal elements of art and design
- develop the skills needed to study art and design at higher education.



We are 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.



## Content overview

Cambridge International AS & A Level Art & Design encourages learners to explore a range of processes and techniques across four areas of study: Fine art; Graphic communication; Three-dimensional design; and Textiles and/or Fashion. The syllabus encourages personal responses that are based on knowledge, understanding and skills in art, craft and design.

### Component 1: Portfolio

Component 1 provides an opportunity for candidates to experiment with a broad range of different media, techniques, subject matter and themes to help develop their skills and develop their own ideas over the duration of the course. Candidates will select work which best demonstrates their intentions, learning and creative journey. Candidates can explore a range of processes, techniques, media and themes in art and design specified in the areas of study. You can structure the course around one or more themes, approaches, media or areas of study and the choice of content will depend on the interests of candidates, and on the resources and expertise available at the school.

### Component 2: Externally Set Assignment

For Component 2, candidates will investigate one theme from a choice of three, in a question paper supplied by Cambridge. Candidates will work in a more focused way, to produce a response to the theme. Candidates will produce supporting studies exploring the theme, planning to create a resolved final outcome during a timed test.

### Component 3: Personal Investigation

For Component 3, candidates will conduct an in-depth study on their chosen theme, demonstrating their ability to carry out independent research through to a fully realised and coherent conclusion. The investigation is an integrated combination of written discourse and a related body of personal visual work, resulting in a fully resolved and cohesive visual piece and written conclusion.

**School feedback:** ‘Cambridge International AS & A Levels prepare students well for university because they’ve learnt to go into a subject in considerable depth. There’s that ability to really understand the depth and richness and the detail of a subject. It’s a wonderful preparation for what they are going to face at university.’

**Feedback from:** US Higher Education Advisory Council

## Assessment overview

### Component 1

Portfolio

60 marks (weighted to 90)

Candidates research, develop and present a portfolio.

The portfolio comprises:

- a selection of work that demonstrates how candidates have explored and developed their ideas over the duration of the course and how they have met the assessment objectives.

Externally assessed

60% of the AS Level

30% of the A Level

### Component 3

Personal Investigation

75 marks (weighted to 150)

Candidates investigate a theme, idea, concept or process that is personal to them.

The personal investigation includes:

- practical work **and**
- written analysis (2000–2500 words).

The practical work and written analysis must form an integrated submission.

Externally assessed

50% of the A Level

### Component 2

Externally Set Assignment

15 hours

60 marks

Candidates choose one starting point to develop into a personal response.

The externally set assignment comprises:

- supporting studies, that culminate in
- a final outcome, produced during a supervised test of 15 hours' total duration.

Externally assessed

40% of the AS Level

20% of the A Level

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 and Component 3.

The question paper for Component 2 is made available to centres before the exam.

Teachers should check the Cambridge website for the relevant year of assessment for information on when and where the pre-release materials will be available. Information on pre-release materials can be found here: [www.cambridgeinternational.org/prerelease](http://www.cambridgeinternational.org/prerelease)

There are three routes for Cambridge International AS & A Level Art & Design:

Route	Component 1	Component 2	Component 3
<b>1 AS Level only</b> (Candidates take all AS components in the same exam series)	yes	yes	no
<b>2 A Level</b> (staged over two years) Year 1 AS Level*	yes	yes	no
Year 2 Complete the A Level	no	no	yes
<b>3 A Level</b> (Candidates take all components in the same exam series)	yes	yes	yes

\* Candidates carry forward their AS Level marks subject to the rules and time limits described in the *Cambridge Handbook*. See **Making entries** for more information about carrying forward marks.

Candidates following an AS Level route are eligible for grades a–e. Candidates following an A Level route are eligible for grades A\*–E.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Record

Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

### AO2 Explore

Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops.

### AO3 Develop

Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding.

### AO4 Present

Present a personal and coherent response that realises intentions and applies visual language to communicate ideas.

## 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 AS Level %	Weighting in A Level %
AO1 Record	25	25
AO2 Explore	25	25
AO3 Develop	29	31
AO4 Present	21	19
Total	100	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %		
	Component 1	Component 2	Component 3
AO1 Record	25	25	27
AO2 Explore	25	25	27
AO3 Develop	33	25	33
AO4 Present	17	25	13
Total	100	100	100

### 3 Subject content

Cambridge International AS & A Level Art & Design encourages learners to explore a range of processes and techniques across four areas of study: Fine art; Graphic communication; Three-dimensional design; and Textiles and/or Fashion. The syllabus encourages personal responses that are based on knowledge, understanding and skills in art, craft and design.

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

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 *Guidance for Online Submission of Art & Design* and the *Course Handbook*.

The syllabus provides a framework of art and design practice and indicates 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, 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 can work in the same area of study for each component, but they do not have to. You should encourage your candidates to experiment according to their interests and the available support and resources. Candidates should not submit the same work for more than one component.

### Skills and understanding common to all components

Candidates who follow the Cambridge AS & A Level Art & Design syllabus are expected to develop the following skills, as well as the abilities that are outlined in each area of study.

The skills all candidates must develop are the ability 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
- observe relevant connections with existing artwork
- effectively use a wide range of resources and use the information to develop their practice
- make personal investigations
- apply and experiment with a range of skills to produce art and design work
- develop a critical awareness of their work in a contextual framework and the ability to review it based on their own, and others', opinions
- reflect, refine and adapt.

## Component 1: Portfolio

Component 1 is an AS Level component.

Component 1 provides an opportunity for candidates to experiment with a broad range of different media, techniques, subject matter and themes to help develop their skills and develop their own ideas over the duration of the course. Candidates will select work which best demonstrates their intentions, learning and creative journey. Candidates can explore a range of processes, techniques, media and themes in art and design specified in the areas of study. You can structure the course around one or more themes, approaches, media or areas of study and the choice of content will depend on the interests of candidates, and on the resources and expertise available at the school.

Candidates can choose to work in any media to produce a **portfolio** that demonstrates progression of ideas and insights, provides evidence of exploration of techniques and processes and demonstrates how they have used their research and explorations to produce work that is informed by their own ideas. Throughout the course, they can draw inspiration from one or more themes, techniques, artists, images or objects. The work included in the portfolio should be carefully selected to meet the assessment objectives. Candidates should demonstrate resolution in their work by using their research, recording and experiments to produce their own ideas and imagery.

This component has a greater focus on AO3 Develop and a smaller focus on AO4 Present.

## Assessment objectives

### AO1 Record

- select relevant subject matter
- record ideas, insights and observations
- communicate intention through critical reflection.

### AO2 Explore

- select appropriate media
- explore skills and visual elements
- experiment with media, reviewing and refining as work develops.

### AO3 Develop

- form personal and purposeful connections
- craft an investigation, demonstrating analytical and critical understanding
- explore visual elements to communicate ideas
- reflect critically on strengths and weaknesses.

### AO4 Present

- realise intentions
- apply visual language to communicate ideas.

## AO1 Record

### Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

Candidates should demonstrate in their portfolio that they have:

- selected relevant subject matter from a variety of sources
  - evidence of recording from a range of primary and secondary sources such as places, people and objects, to visually investigate a chosen theme/media/area of study This should include research into relevant artists/designers/craftspeople, cultural investigation and museum/gallery/workshop/studio visits, all of which should encourage scope for idea development.
- recorded ideas, insights and observations using different methods
  - evidence of carrying out observational study and that the most effective processes to record ideas and observations have been used e.g. drawing, sketching, painting, samples, prints, modelling, making maquettes and photography. Have different angles, viewpoints, close-up study, observation of surface quality, colour, tone and form been investigated?
- communicated their intentions through critical reflection
  - evidence of the candidate's intentions from the selection of sources, observational studies and critical reflection. The selected sources and observational studies are relevant to intention and the candidate has demonstrated clear personal engagement in their selections.

## AO2 Explore

### Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops

Candidates should demonstrate in their portfolio that they have:

- selected appropriate media, techniques and processes
  - evidence that the candidate has reviewed and refined their use of media, techniques and processes to select the most relevant to take forward. The chosen media reflects the candidate's intentions and will enable them to express their ideas effectively.
- developed an understanding of appropriate skills and visual elements
  - evidence that the candidate has understood the inherent properties of media and the visual elements, developing their technical skill and control. This does not mean technical skill alone but that the candidate has continued to explore the most effective media and processes to communicate their ideas.
- experimented with media, techniques and processes, reviewing and refining as work develops
  - evidence that the candidate has experimented with different ways of applying techniques and processes to express ideas, showing a willingness to take creative risks. This could be a selection of different relevant media to explore different properties or a focus on one media or technique, used in different ways to explore the full potential of their chosen media. There is clear evidence of the candidate reviewing and refining their experiments as work develops.

### AO3 Develop

**Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding**

Candidates should demonstrate in their portfolio that they have:

- formed purposeful and personal connections
  - evidence that the candidate has forged purposeful connections between their research, recording and explorations to create their own personal and developed ideas, concepts and work. Learning from investigations of particular techniques, artists, concepts, thematic approaches and media have led to the candidate creating their own work.
- crafted an investigation that demonstrates analytical and critical understanding
  - evidence that the candidate has demonstrated how their ideas and imagery have moved forward over the duration of their studies. Effective decision making has been made throughout to produce their own developed ideas, informed by analytical and critical understanding of contextual and other sources.
- explored visual elements to communicate ideas
  - evidence in the candidate's own developed imagery and ideas that alternative compositions, angles, viewpoints, perspectives, forms and designs have been considered to demonstrate their understanding of the visual elements in relation to their developed ideas.
- reflected critically on their own strengths and weaknesses
  - evidence that the candidate has an awareness of their successes, strengths and weaknesses in techniques, ideas and imagery to outline modifications. They are able to reflect critically on the work they have produced.

### AO4 Present

**Present a personal and coherent portfolio that realises intentions and applies visual language to communicate ideas**

Candidates should present a portfolio that:

- realises intentions
  - evidence across the portfolio that the candidate has realised their intentions, and that the work has been thoughtfully and appropriately selected and presented to enable clear communication of ideas and progress.
- considers application of visual language to communicate ideas
  - evidence that the candidate has understood visual elements such as colour, tone, line, form, texture and composition to create a personal visual language. This language has been appropriately explored throughout the portfolio, and has been used thoughtfully to communicate ideas.



## Component 2: Externally Set Assignment

Component 2 is an AS Level component.

For Component 2, candidates will investigate one theme from a choice of three, in a question paper supplied by Cambridge. Candidates will work in a more focused way, to produce a response to the theme. Candidates will produce **supporting studies** exploring the theme, planning to create a resolved **final outcome** during a timed test.

The work produced for this component must relate to one of the themes on the question paper.

Candidates may, but do not have to, explore the same area of study for Component 1. Candidates should avoid choosing a question from the question paper that is the same/similar to the theme they have already covered in Component 1: Coursework and Component 3: Personal Investigation. Work for this component must not be the same as work submitted for Component 1 or Component 3.

This component focuses equally on all AOs.

## Assessment objectives

### AO1 Record

- select relevant subject matter
- record ideas, insights and observations
- communicate intention through critical reflection.

### AO2 Explore

- select appropriate media
- explore skills and visual elements
- experiment with media, reviewing and refining as work develops.

### AO3 Develop

- form personal and purposeful connections
- demonstrate effective decision making to support the realisation of intentions
- reflect critically on strengths and weaknesses.

### AO4 Present

- realises intentions in response to the theme
- demonstrates critical understanding
- applies visual language to communicate ideas.

**AO1 Record****Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress**

Candidates should demonstrate in their response that they have:

- selected relevant subject matter from a variety of sources
  - evidence of recording from a range of primary and secondary sources such as places, people and objects, to visually investigate a chosen theme/media/area of study This should include research into relevant artists/designers/craftspeople, cultural investigation and museum/gallery/workshop/studio visits, all of which should encourage scope for idea development.
- recorded ideas, insights and observations using different methods
  - evidence of carrying out observational study and that the most effective processes to record ideas and observations have been used e.g. drawing, sketching, painting, samples, prints, modelling, making maquettes and photography. Have different angles, viewpoints, close-up study, observation of surface quality, colour, tone and form been investigated?
- communicated their intentions through critical reflection in response to the theme
  - evidence of the candidate's intentions from the selection of sources, observational studies and critical reflection. The selected sources and observational studies are relevant to intention and the candidate has demonstrated clear personal engagement in their selections.

**AO2 Explore****Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops**

Candidates should demonstrate in their response that they have:

- selected appropriate media, techniques and processes
  - evidence that the candidate has reviewed and refined their use of media, techniques and processes to select the most relevant to take forward. The chosen media reflects the candidate's intentions and will enable them to express their ideas effectively.
- developed an understanding of appropriate skills and visual elements
  - evidence that the candidate has understood the inherent properties of media and the visual elements, developing their technical skill and control. This does not mean technical skill alone but that the candidate has continued to explore the most effective media and processes to communicate their ideas.
- experimented with media, techniques and processes, reviewing and refining as work develops
  - evidence that the candidate has experimented with different ways of applying techniques and processes to express ideas, showing a willingness to take creative risks. This could be a selection of different relevant media to explore different properties or a focus on one media or technique, used in different ways to explore the full potential of their chosen media. There is clear evidence of the candidate reviewing and refining their experiments as work develops.

**AO3 Develop**

**Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding**

Candidates should demonstrate in their response that they have:

- formed purposeful and personal connections
  - evidence that the candidate has forged purposeful connections between their research, recording and explorations to create their own personal and developed ideas, concepts and work. Learning from investigations of particular techniques, artists, concepts, thematic approaches and media have led to the candidate creating their own work.
- demonstrated effective decision making to support the realisation of intentions
  - evidence that the candidate has carried out effective decision making, planning the development of their own imagery towards producing a final outcome that realises their intentions.
- reflected critically on their own strengths and weaknesses
  - evidence that the candidate has an awareness of their successes, strengths and weaknesses in techniques, ideas and imagery to outline modifications. They are able to reflect critically on the work they have produced.

**AO4 Present**

**Present a personal and coherent response that realises intentions and applies visual language to communicate ideas**

Candidates should present a response that:

- realises intentions in response to the theme
  - evidence in the final outcome that the candidate has realised their intentions following the development of their own work.
- demonstrates critical understanding
  - evidence that the work in the supporting studies has been thoughtfully and appropriately selected and presented to enable clear communication of ideas and progress.
- considers application of visual language to communicate ideas
  - evidence that the candidate has understood visual elements such as colour, tone, line, form, texture and composition to create a personal visual language. This language has been appropriately explored throughout the response, and has been used thoughtfully to communicate ideas.

## Component 3: Personal Investigation

Component 3 is the A Level component.

For Component 3, candidates will conduct an in-depth study on a chosen theme, demonstrating their ability to carry out independent research. The personal investigation should show this research and culminate in a refined realisation of intentions in the form of a fully resolved and cohesive visual piece and written conclusion. Candidates should present their investigation in the form of:

- written discourse in continuous prose of between 2000 and 2500 words **and**
- a related body of personal visual work.

Candidates should set themselves a specific brief in consultation with their teacher and then investigate their theme by:

- researching primary sources such as local galleries, studios and buildings or local artists, designers and craftspeople, and other disciplines where appropriate
- recording wide-ranging and personal observations, both written and visual, through first-hand study
- selecting, exploring and experimenting with media, techniques and processes, relevant to intentions and informed by contextual research
- developing a body of personal and original work, drawing inspiration from their research, recording and explorations
- analysing and critically reflecting on their own work
- analysing and critically reflecting on the work of others, including in-depth analysis of specific works and their formal elements
- supporting the development of their ideas with written analysis, which identifies the contextual and conceptual relationship between their work and the work of others.

Candidates should ensure that the written and visual elements are presented as a single, cohesive and integrated submission, with a bibliography identifying sources. The written discourse must also use specialist vocabulary relevant to the investigation.

In their written discourse, candidates are advised to avoid using broad histories taken from secondary sources, whole biographies and long transcriptions of interviews.

This component has a greater focus on AO1 Record, AO2 Explore and AO3 Develop and a smaller focus on AO4 Present.

## Assessment objectives

AO1 Record	AO2 Explore	AO3 Develop	AO4 Present
<ul style="list-style-type: none"> <li>select visual and contextual stimuli</li> <li>record observations and insights</li> <li>use of specialist language and technical vocabulary</li> <li>critically reflect on work and progress.</li> </ul>	<ul style="list-style-type: none"> <li>select and explore appropriate media</li> <li>experiment with media, relevant to concepts explored</li> <li>communicate ideas through use of media and written analysis</li> <li>review and refine use of media as work develops.</li> </ul>	<ul style="list-style-type: none"> <li>develop ideas through investigation</li> <li>reference sources, demonstrating analytical and critical understanding</li> <li>integrate practical exploration and contextual understanding to inform a body of work</li> <li>written analysis of own and others' work</li> <li>show engagement and independence.</li> </ul>	<ul style="list-style-type: none"> <li>realise intentions throughout investigation</li> <li>explore and develop personal visual language.</li> </ul>

### AO1 Record

Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

Candidates should demonstrate in their investigation that they have:

- selected visual and contextual stimuli relevant to intentions
  - evidence of selecting and gathering relevant visual and contextual stimuli, investigating others' work and research into relevant artists/designers/craftspeople, cultural investigation and museum/gallery/workshop/studio visits, all of which should encourage scope for idea development.
- recorded observations and insights from different sources
  - evidence of recording from a range of primary and secondary sources such as places, people and objects, to visually investigate their chosen theme. There is also evidence of carrying out observational study and that the most effective processes to record ideas and observations have been used e.g. drawing, sketching, painting, collecting samples, printmaking, modelling, making maquettes and photography. Have different angles, viewpoints, close-up study, observation of surface quality, colour, tone and form been investigated?
- used specialist language and appropriate technical language to record observations and insights
  - evidence that the candidate has used these to articulate their ideas through visual and textual means, analysing their chosen references and studies.
- critically reflected on work and progress
  - evidence of the candidate's intentions from the selection of sources, observational studies and critical reflection. The selected sources and observational studies are relevant to intention and the candidate has demonstrated clear personal engagement in their selections, recording and written analysis.

## AO2 Explore

Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops

Candidates should demonstrate in their investigation that they have:

- selected and explored appropriate media, techniques and processes
  - evidence that the candidate has selected and explored appropriate media, techniques and processes to select the most relevant to take forward, in relation to their research and recording. There is an understanding of the inherent qualities of media, which informs the selection.
- experimented with media, techniques and processes, relevant to concepts explored
  - evidence that the candidate has experimented with different ways of applying techniques and processes to express ideas, showing a willingness to take creative risks. This could be a range of relevant media to explore different properties or a focus on one media or technique, used in different ways to explore the full potential of this media.
- communicated ideas through the use of media and written analysis
  - evidence that the chosen media and the written analysis reflects the candidate's intentions and enables them to express their ideas effectively.
- reviewed and refined their use of media as work develops
  - evidence that the candidate has reviewed and refined their experiments as work develops, identifying strengths.

## AO3 Develop

Develop ideas through integration of visual exploration and written analysis, demonstrating critical understanding

Candidates should demonstrate in their investigation that they have:

- developed their ideas through investigations
  - evidence that the candidate has established purposeful connections between their research, recording and explorations to create their own personal and developed ideas, concepts and work. Learning from investigations of particular techniques, artists, concepts, thematic approaches and media have led to the candidate creating their own work.
- referenced personal, contextual and other sources, demonstrating analytical and critical understanding
  - evidence that the candidate has demonstrated how their ideas and imagery have moved forward over the duration of their studies. Effective decision making has been made throughout to produce their own developed ideas, informed by analytical and critical understanding of contextual and other sources.
- integrated practical exploration and contextual understanding to inform a body of work
  - evidence that the candidate has brought together both practical and written elements, clearly communicating their development across the investigation.
- analysed, in written form, the work of others as well as their own work
  - evidence that the candidate has analysed the work of others and has demonstrated how this has informed decision making in their own work.
- engaged with their investigation, reflecting independence
  - evidence that the candidate has engaged personally with the investigation, in both the development of their ideas and through written critical reflection.

#### AO4 Present

Present a personal and coherent investigation that realises intentions and applies visual language to communicate ideas

Candidates should present an investigation that:

- realises intentions through a coherent body of work
  - evidence that the candidate has realised their intentions, and that the work in the investigation is clearly presented to demonstrate how the research, recording, explorations and developed ideas have come together to enable this resolution.
- explores and develops a personal visual language
  - evidence that the candidate has understood visual elements such as colour, tone, line, form, texture and composition to create a personal visual language. This language has been explored in a personal way and has been used thoughtfully to communicate ideas.

**Faculty feedback:** ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

**Feedback from:** Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

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## 4 Details of the assessment

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### Areas of study

You should encourage candidates to develop their knowledge of and skills in a range of media, processes and techniques. Candidates should demonstrate understanding of conveying a personal response through their choice of media, working to a theme and considering artistic constraints and problems. They should also consider traditional, contemporary and emerging techniques and approaches. They may wish to explore one or more areas of study in any of the work they produce for the course.

#### Fine art

Candidates may wish to explore:

- painting
- drawing
- sculpture
- photography
- printmaking
- assemblage/collage/construction.

Candidates should consider:

- how fine art can be used to communicate ideas and observations, including the importance of social and cultural factors in the making, exhibiting and viewing of work by an intended audience
- relevant fine art genres, styles and techniques used by artists, past and present
- the visual language of fine art, e.g. iconography, symbolism and metaphor
- a range of specialist vocabulary relevant to fine art
- using appropriate materials, processes, technologies, resources and techniques to communicate their intention effectively
- developing an understanding of form, shape, texture, perspective and scale
- creating imagery with consideration for composition, space, balance and colour relationships
- effective use of appropriate skills such as tonal drawing, pen and ink, pastels, painting, printmaking, glazes, lino printing, engraving, silk-screen printing, constructing, collage and any other skills from any of the other areas of study.

#### Graphic communication

Candidates may wish to explore:

- illustration
- printmaking
- packaging design
- branding and/or advertising
- signage
- typography.



Candidates should consider:

- how graphic design can be used to communicate ideas and observations, including the importance of social and cultural factors in the making, exhibiting and viewing of work by an intended audience
- relevant graphic communication styles and techniques used by designers, past and present
- a range of specialist vocabulary relevant to graphic communication
- using appropriate media, techniques and processes such as print media, collage, pencils, inks and paper construction
- effective use of appropriate skills such as drawing, photography, photo editing, printmaking, typography and lettering, product design and package construction
- creating designs with consideration for perspective, scale, space, texture, balance and colour relationships
- exploring the relationship between image and text, the use of colour composition, problem-solving and communication to develop ideas.

### Three-dimensional design

Candidates may wish to explore:

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

Candidates should consider:

- how three-dimensional design can be used to communicate ideas and observations, including the importance of social and cultural factors in the making, exhibiting and viewing of work by an intended audience
- relevant genres, styles and techniques used by artists and designers, past and present
- a range of specialist vocabulary relevant to three-dimensional design
- using appropriate materials, processes, technologies, resources and techniques to communicate their intention effectively
- developing an understanding of form, structure, scale, shape, texture, colour and movement, creating designs which consider these visual elements
- exploring and experimenting with a wide range of different media, techniques and processes such as clay, plaster, cardboard, metal, string and recycled material to create maquettes for further development
- exploring form, function and surface using models, samples, materials exploration and technical notes to develop their ideas and where appropriate, use of specialist working processes and equipment such as kilns, CAD, laser cutters and hand tools.

## Textiles and/or Fashion

Candidates may wish to explore:

- fashion design and/or illustration
- costume design
- constructed textiles
- screen printing
- batik
- digital-printed textiles.

Candidates should consider:

- how textiles and/or fashion can be used to communicate ideas and observations, including the importance of social and cultural factors in the making, exhibiting and viewing of work by an intended audience
- relevant textiles and/or fashion genres, styles, techniques, fashion illustrations, costumes or textiles designs used by designers, past and present
- a range of specialist vocabulary relevant to textiles and/or fashion
- using appropriate materials, processes, technologies, resources and techniques to communicate their intention effectively
- developing an understanding of form, function, colour relationships, texture, pattern, shape, materials, trends, manufacturing, local crafts and cultural factors relating to textiles and fashion, including different types of fabric, manipulation and surface treatments
- exploring and experimenting 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
- effective use of appropriate specialist working processes and equipment such as fabric construction, dyeing and printing; screen and mono printing; batik; embroidery and machine stitching.

## Component 1: Portfolio

Externally assessed, 60 marks (weighted to 90)

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

This component comprises a portfolio that demonstrates how candidates have explored and developed their ideas over the duration of the course and how they have met the assessment objectives.

Refer to the *Cambridge Handbook* and the *Guidance for Online Submission of Art & Design* for the year of examination for more information.

Candidates may work in any size or media, but all work must be submitted as a digital portfolio to Cambridge International.

Component 1 is marked against the assessment criteria at the end of this section. Cambridge International will assess the portfolio as a whole and award a mark out of 60. This mark will be weighted to 90. The work submitted for this component must not be the same as work submitted for Component 2 or Component 3.

## Component 2: Externally Set Assignment

Externally assessed, 15 hours, 60 marks

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* and the *Guidance for Online Submission of Art & Design* for the year of examination for more information.

The work for this component comprises:

- supporting studies created during the preparation period **and**
- a final outcome, produced during a supervised test of 15 hours' total duration.

Candidates must explore one of the themes set by Cambridge International. Candidates produce their supporting studies during the preparation period, after receipt of the paper and before the supervised test.

Candidates may work in any size or media, but all work must be submitted as a digital portfolio to Cambridge International

Component 2 is marked against the assessment criteria at the end of this section. Cambridge International will assess the supporting studies and the final outcome together and award a mark out of 60. The final outcome is not assessed separately. The work submitted for this component must not be the same as work submitted for Component 1 or Component 3.

You must submit both the supporting studies and the final outcome to Cambridge International **as soon as the supervised test is completed.**

## Component 3: Personal Investigation

Externally assessed, 75 marks (weighted to 150)

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

For this component, candidates will conduct an in-depth study on a chosen theme, demonstrating their ability to carry out independent research. The personal investigation should show this research and culminate in a refined realisation of intentions in the form of a fully resolved and cohesive visual piece and written conclusion. Candidates should present their investigation in the form of:

- written discourse in continuous prose of between 2000 and 2500 words **and**
- a related body of personal visual work.

Candidates may work in any size or media, but all work must be submitted as a digital portfolio to Cambridge International.

Component 3 is marked against the assessment criteria at the end of this section. Cambridge International will assess the practical work and the written analysis together and award a mark out of 75. This mark will be weighted to 150. The work submitted for this component must not be the same as work submitted for Component 1 or Component 2.

## Administration

### Using the samples database

The samples database refers you to key information about the administration of externally moderated coursework, speaking tests, externally set assignments and examined coursework for each syllabus.

Use the samples database to find out:

- when and how to submit your candidates' work

The samples database at **[www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)** will ask you for:

- The qualification type (e.g. Cambridge International AS & A Level, Cambridge IGCSE and O Level, Cambridge Checkpoint Global Perspectives)
- Your country / territory
- The series (e.g. June, November)
- The syllabus code (i.e. 9479 for this syllabus).

The samples database will then take you to the information you need, including dates and methods of submission of candidates' marks and work.

## Safeguarding and appropriateness of themes and/or topics

Submissions containing inappropriate, explicit or illegal content are not permitted. This includes but is not limited to sexually explicit content, abuse, torture, self-harm or injury. You are advised to contact Cambridge International if there is any doubt about the suitability of materials or themes.

For more information, please refer to our safeguarding policy. Further information on safeguarding can be found at [www.cambridgeinternational.org/about-us/our-standards/safeguarding/](https://www.cambridgeinternational.org/about-us/our-standards/safeguarding/) and in the *Cambridge Handbook*.

## Supervising coursework

Coursework must be a candidate's own, unaided work. The teacher must be able to authenticate the work is the candidate's own.

A general discussion on the progress of coursework is a natural part of the teacher–candidate relationship, as it is for other parts of the course. Candidates can revise their work following feedback, but you should only give brief summative comments on progress.

Advice should be kept at a general level so that the candidate leads the discussion and makes the suggestions for any amendments.

For further information about supervising coursework, see the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](https://www.cambridgeinternational.org/eoguide)

## Avoidance of plagiarism

It is the centre's responsibility to make sure all assessed work is the candidate's original work. Candidates must not submit someone else's work as their own, or use material produced by someone else without citing and referencing it properly. You should make candidates aware of the academic conventions governing quotation of, and reference to the work of others, and teach candidates how to use them.

A candidate taking someone else's work or ideas and passing them off as their own is an example of plagiarism. It is your responsibility as a teacher to prevent plagiarism from happening and to detect it if it does happen. For more information, search for 'Preventing plagiarism – guidance for teachers' on our website at [www.cambridgeinternational.org/teachingandassessment](https://www.cambridgeinternational.org/teachingandassessment). Cambridge International has robust systems in place to detect, investigate and address plagiarism once work has been submitted.

Cambridge International has a policy on the use of generative AI by candidates in coursework. The inappropriate use of AI should be treated as a form of plagiarism. The policy includes guidance on how to detect use of AI in coursework and what action teachers should take. It can be found at: [www.cambridgeinternational.org/generative-ai-in-coursework](https://www.cambridgeinternational.org/generative-ai-in-coursework)

The Exams Officer will be required to declare the authenticity of candidates' work when submitting work on Submit for Assessment.

## Use of digital media

Candidates can work entirely in digital media or entirely in non-digital media, or a mixture of both, provided the assessment objectives are met.

While digital media offers possibilities for making art and design, many of the underlying principles are common to non-digital media. Formal elements apply in the same way, although there are fundamental differences between digitally and non-digitally produced images. Digital media can function as a tool and a process.

Students can use digital media within any area of study. Regardless of what type of media candidates choose to work in, all work must be recorded digitally and presented in a digital portfolio for online submission to Cambridge for marking. Candidates must not submit work that contains interactive elements, such as overlaid comments, digital signatures, hyperlinks or QR codes.

## Annotation

Candidates are expected to demonstrate the ability to record their ideas, observations, insights and independent judgements visually. At this level candidates are expected to include in-depth, insightful and detailed written annotation. Written annotation should be purposeful, not purely descriptive, and should support the visual work.

The purpose of annotation at this level is to encourage candidates to:

- record notes on developments, experiments, ideas or visits
- analyse critically, evaluate and reflect on their own work and that of others.

Annotation is assessed as part of AO3. Cambridge does not reward separate marks for annotation.

## Labelling

Labelling should be included throughout candidates' work to make it clear what work is the candidate's own or the work of others. Candidates should also indicate what media, processes and/or materials (including digital media) have been used for included work.

Annotation and labelling should be typed or word-processed to ensure legibility.

For Component 3, the written discourse should be typed or word-processed and integrated throughout the submission.

## Assessment criteria for Component 1

Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops	AO3: Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding	AO4: Present a personal and coherent portfolio that realises intentions and applies visual language to communicate ideas
	15 marks	15 marks	20 marks	10 marks
5	<ul style="list-style-type: none"> <li>• <b>Perceptive</b> selection of relevant subject matter from a variety of sources</li> <li>• <b>Highly effective</b> methods of recording ideas, insights and observations</li> <li>• <b>Clear</b> intention communicated <b>consistently</b> through critical reflection</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perceptive</b> selection of media, techniques and processes</li> <li>• <b>Highly effective</b> and <b>consistent</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Highly effective</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perceptive</b> and <b>mature</b> connections made between contextual and other sources</li> <li>• <b>Focused</b> investigation demonstrating <b>highly effective</b> analytical and critical understanding</li> <li>• <b>Accomplished</b> exploration of visual elements to communicate ideas</li> <li>• <b>Insightful</b> reflection of own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Accomplished</b> portfolio that <b>fully</b> realises intentions</li> <li>• <b>Perceptive</b> application of visual language to communicate ideas</li> </ul>
	13–15 marks	13–15 marks	17–20 marks	9–10 marks
4	<ul style="list-style-type: none"> <li>• <b>Confident</b> selection of relevant subject matter from a variety of sources</li> <li>• <b>Effective</b> methods of recording ideas, insights and observations</li> <li>• <b>Clear</b> intention communicated through critical reflection</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confident</b> selection of appropriate media, techniques and processes</li> <li>• <b>Effective</b> and <b>consistent</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Effective</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confident</b> connections made between contextual and other sources</li> <li>• <b>Focused</b> investigation demonstrating <b>confident</b> analytical and critical understanding</li> <li>• <b>Effective</b> exploration of visual elements to communicate ideas</li> <li>• <b>Effective</b> reflection of own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confident</b> portfolio that <b>effectively</b> realises intentions</li> <li>• <b>Confident</b> application of visual language to communicate ideas</li> </ul>
	10–12 marks	10–12 marks	13–16 marks	7–8 marks

Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress  15 marks	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops  15 marks	AO3: Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding  20 marks	AO4: Present a personal and coherent portfolio that realises intentions and applies visual language to communicate ideas  10 marks
3	<ul style="list-style-type: none"> <li>• <b>Competent</b> selection of relevant subject matter from different sources</li> <li>• <b>Competent</b> methods of recording ideas, insights and observations</li> <li>• <b>Competent</b> communication of intention through critical reflection</li> </ul> <p>7–9 marks</p>	<ul style="list-style-type: none"> <li>• <b>Competent</b> selection of appropriate media, techniques and processes</li> <li>• <b>Competent</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Relevant</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul> <p>7–9 marks</p>	<ul style="list-style-type: none"> <li>• <b>Competent</b> connections made between contextual and other sources</li> <li>• <b>Thorough</b> investigation demonstrating <b>competent</b> analytical and critical understanding</li> <li>• <b>Competent</b> exploration of visual elements to communicate ideas</li> <li>• <b>Competent</b> reflection of own strengths and weaknesses</li> </ul> <p>9–12 marks</p>	<ul style="list-style-type: none"> <li>• <b>Competent</b> portfolio that realises intentions</li> <li>• <b>Relevant</b> application of visual language to communicate ideas</li> </ul> <p>5–6 marks</p>
2	<ul style="list-style-type: none"> <li>• <b>Sufficient</b> selection of relevant subject matter from different sources</li> <li>• <b>Adequate</b> methods of recording ideas, insights and observations</li> <li>• <b>Some</b> communication of intention through critical reflection</li> </ul> <p>4–6 marks</p>	<ul style="list-style-type: none"> <li>• <b>Sufficient</b> selection of appropriate media, techniques and processes</li> <li>• <b>Adequate</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Adequate</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul> <p>4–6 marks</p>	<ul style="list-style-type: none"> <li>• <b>Some</b> evidence of connections made between contextual and other sources</li> <li>• <b>Adequate</b> investigation demonstrating <b>some</b> analytical and critical understanding</li> <li>• <b>Adequate</b> exploration of visual elements to communicate ideas</li> <li>• <b>Adequate</b> reflection of own strengths and weaknesses</li> </ul> <p>5–8 marks</p>	<ul style="list-style-type: none"> <li>• <b>Adequate</b> portfolio that <b>partly</b> realises intentions</li> <li>• <b>Some</b> application of visual language to communicate ideas</li> </ul> <p>3–4 marks</p>



Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops	AO3: Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding	AO4: Present a personal and coherent portfolio that realises intentions and applies visual language to communicate ideas
	15 marks	15 marks	20 marks	10 marks
1	<ul style="list-style-type: none"> <li>• <b>Limited</b> selection of relevant subject matter from sources</li> <li>• <b>Limited</b> methods of recording ideas, insights and observations</li> <li>• <b>Basic</b> ability to communicate intention through critical reflection</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited</b> selection of appropriate media, techniques and processes</li> <li>• <b>Basic</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Limited</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited</b> evidence of connections made between contextual and other sources</li> <li>• <b>Limited</b> investigation demonstrating <b>basic</b> analytical and critical understanding</li> <li>• <b>Limited</b> exploration of visual elements to communicate ideas</li> <li>• <b>Basic</b> reflection of own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Basic</b> portfolio that does not fully realise intentions</li> <li>• <b>Limited</b> application of visual language to communicate ideas</li> </ul>
	1–3 marks	1–3 marks	1–4 marks	1–2 marks
0	No creditable response	No creditable response	No creditable response	No creditable response
	0 marks	0 marks	0 marks	0 marks

## Assessment criteria for Component 2

Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops	AO3: Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding	AO4: Present a personal and coherent response that realises intentions and applies visual language to communicate ideas
	15 marks	15 marks	15 marks	15 marks
5	<ul style="list-style-type: none"> <li>• <b>Perceptive</b> selection of relevant subject matter from a variety of sources</li> <li>• <b>Highly effective</b> methods of recording ideas, insights and observations</li> <li>• <b>Clear</b> intention communicated <b>consistently</b> through critical reflection, in response to the theme</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perceptive</b> selection of media, techniques and processes</li> <li>• <b>Highly effective</b> and <b>consistent</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Highly effective</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perceptive</b> and <b>mature</b> connections made between contextual and other sources</li> <li>• <b>Highly effective</b> decision making to support the realisation of intentions</li> <li>• <b>Insightful</b> reflection of own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Accomplished</b> personal response that <b>fully</b> realises intentions in response to the theme</li> <li>• Response demonstrates <b>highly effective</b> critical understanding</li> <li>• <b>Perceptive</b> application of visual language to communicate ideas</li> </ul>
	13–15 marks	13–15 marks	13–15 marks	13–15 marks
4	<ul style="list-style-type: none"> <li>• <b>Confident</b> selection of relevant subject matter from a variety of sources</li> <li>• <b>Effective</b> methods of recording ideas, insights and observations</li> <li>• <b>Clear</b> intention communicated through critical reflection, in response to the theme</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confident</b> selection of appropriate media, techniques and processes</li> <li>• <b>Effective</b> and <b>consistent</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Effective</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confident</b> connections made between contextual and other sources</li> <li>• <b>Effective</b> decision making to support the realisation of intentions</li> <li>• <b>Effective</b> reflection of own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confident</b> personal response that <b>effectively</b> realises intentions in response to the theme</li> <li>• Response demonstrates <b>effective</b> critical understanding</li> <li>• <b>Confident</b> application of visual language to communicate ideas</li> </ul>
	10–12 marks	10–12 marks	10–12 marks	10–12 marks

Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops	AO3: Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding	AO4: Present a personal and coherent response that realises intentions and applies visual language to communicate ideas
	15 marks	15 marks	15 marks	15 marks
3	<ul style="list-style-type: none"> <li>• <b>Competent</b> selection of relevant subject matter from different sources</li> <li>• <b>Competent</b> methods of recording ideas, insights and observations</li> <li>• <b>Competent</b> communication of intention through critical reflection, in response to the theme</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Competent</b> selection of appropriate media, techniques and processes</li> <li>• <b>Competent</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Relevant</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Competent</b> connections made between contextual and other sources</li> <li>• <b>Competent</b> decision making to support the realisation of intentions</li> <li>• <b>Competent</b> reflection of own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Competent</b> personal response that realises intentions in response to the theme</li> <li>• Response demonstrates <b>competent</b> critical understanding</li> <li>• <b>Relevant</b> application of visual language to communicate ideas</li> </ul>
	7–9 marks	7–9 marks	7–9 marks	7–9 marks
2	<ul style="list-style-type: none"> <li>• <b>Sufficient</b> selection of relevant subject matter from different sources</li> <li>• <b>Adequate</b> methods of recording ideas, insights and observations</li> <li>• <b>Some</b> communication of intention through critical reflection, in response to the theme</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sufficient</b> selection of appropriate media, techniques and processes</li> <li>• <b>Adequate</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Adequate</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> evidence of connections made between contextual and other sources</li> <li>• <b>Sufficient</b> decision making to support the realisation of intentions</li> <li>• <b>Adequate</b> reflection of own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Adequate</b> personal response that <b>partly</b> realises intentions in response to the theme</li> <li>• <b>Adequate</b> response demonstrates <b>some</b> critical understanding</li> <li>• <b>Some</b> application of visual language to communicate ideas</li> </ul>
	4–6 marks	4–6 marks	4–6 marks	4–6 marks

Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops	AO3: Develop ideas through investigations informed by contextual and other sources, making purposeful connections and demonstrating analytical and critical understanding	AO4: Present a personal and coherent response that realises intentions and applies visual language to communicate ideas
	15 marks	15 marks	15 marks	15 marks
1	<ul style="list-style-type: none"> <li>• <b>Limited</b> selection of relevant subject matter from sources</li> <li>• <b>Limited</b> methods of recording ideas, insights and observations</li> <li>• <b>Basic</b> ability to communicate intention through critical reflection, in response to the theme</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited</b> selection of appropriate media, techniques and processes</li> <li>• <b>Basic</b> understanding of appropriate skills to explore visual elements</li> <li>• <b>Limited</b> experimentation of media, techniques and processes to review and refine ideas as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited</b> evidence of connections made between contextual and other sources</li> <li>• <b>Limited</b> decision making to support the realisation of intentions</li> <li>• <b>Basic</b> reflection of own strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Basic</b> personal response that does not fully realise intentions in response to the theme</li> <li>• Response demonstrates <b>limited</b> critical understanding</li> <li>• <b>Limited</b> application of visual language to communicate ideas</li> </ul>
	1–3 marks	1–3 marks	1–3 marks	1–3 marks
0	No creditable response	No creditable response	No creditable response	No creditable response
	0 marks	0 marks	0 marks	0 marks

## Assessment criteria for Component 3

Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 20 marks	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops 20 marks	AO3: Develop ideas through integration of visual exploration and written discourse, demonstrating critical understanding 25 marks	AO4: Present a personal and coherent investigation that realises intentions and applies visual language to communicate ideas 10 marks
5	<ul style="list-style-type: none"> <li>• <b>Perceptive</b> and <b>mature</b> selection of visual and contextual stimulus relevant to intentions</li> <li>• <b>Highly effective</b> skill in recording observations and insights from a variety of sources</li> <li>• <b>Highly articulate</b> use of specialist language and appropriate technical vocabulary to record observations and insights</li> <li>• <b>Highly effective</b> ability to critically reflect on work and progress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perceptive</b> selection and exploration of relevant resources, media, techniques and processes</li> <li>• <b>Highly effective</b> experimentation of media, informed by contextual references relevant to concepts explored</li> <li>• <b>Highly effective</b> and <b>consistent</b> communication of ideas through use of media and written analysis</li> <li>• <b>Sophisticated</b> ability to review and refine use of media as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Highly focused</b> development of ideas through in-depth investigations</li> <li>• <b>Perceptive</b> and <b>mature</b> referencing of personal, contextual and other sources demonstrating analytical and critical understanding</li> <li>• <b>Highly effective</b> integration of practical exploration and contextual understanding to inform a body of work</li> <li>• <b>Highly articulate</b> written analysis of own work and others sustained throughout personal investigation</li> <li>• Work demonstrates <b>consistent</b> and <b>mature</b> level of engagement and independence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Accomplished</b> realisation of intentions demonstrated through <b>coherent</b> body of work</li> <li>• <b>Perceptive</b> exploration and development of personal visual language</li> </ul>
	17–20 marks	17–20 marks	21–25 marks	9–10 marks

Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 20 marks	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops 20 marks	AO3: Develop ideas through integration of visual exploration and written discourse, demonstrating critical understanding 25 marks	AO4: Present a personal and coherent investigation that realises intentions and applies visual language to communicate ideas 10 marks
4	<ul style="list-style-type: none"> <li>• <b>Confident</b> and <b>considered</b> selection of visual and contextual stimulus relevant to intentions</li> <li>• <b>Effective</b> skill in recording observations and insights from a variety of sources</li> <li>• <b>Confident</b> use of specialist language and appropriate technical vocabulary to record observations and insights</li> <li>• <b>Effective</b> ability to critically reflect on work and progress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confident</b> selection and exploration of relevant resources, media, techniques and processes</li> <li>• <b>Effective</b> experimentation of media, informed by contextual references relevant to concepts explored</li> <li>• <b>Effective</b> and <b>consistent</b> communication of ideas through use of media and written analysis</li> <li>• <b>Confident</b> ability to review and refine use of media as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Focused</b> development of ideas through in-depth investigations</li> <li>• <b>Confident</b> and <b>considered</b> referencing of personal, contextual and other sources demonstrating analytical and critical understanding</li> <li>• <b>Effective</b> integration of practical exploration and contextual understanding to inform a body of work</li> <li>• <b>Articulate</b> written analysis of own work and others sustained throughout personal investigation</li> <li>• Work demonstrates <b>confident</b> and <b>considered</b> engagement and independence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Confident</b> realisation of intentions demonstrated through <b>coherent</b> body of work</li> <li>• <b>Effective</b> exploration and development of personal visual language</li> </ul>
	13–16 marks	13–16 marks	16–19 marks	7–8 marks

Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 20 marks	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops 20 marks	AO3: Develop ideas through integration of visual exploration and written discourse, demonstrating critical understanding 25 marks	AO4: Present a personal and coherent investigation that realises intentions and applies visual language to communicate ideas 10 marks
3	<ul style="list-style-type: none"> <li>• <b>Competent</b> selection of visual and contextual stimulus relevant to intentions</li> <li>• <b>Competent</b> skill in recording observations and insights from different sources</li> <li>• <b>Relevant</b> use of specialist language and appropriate technical vocabulary to record observations and insights</li> <li>• <b>Competent</b> ability to critically reflect on work and progress</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Competent</b> selection and exploration of relevant resources, media, techniques and processes</li> <li>• <b>Competent</b> experimentation of media, informed by contextual references relevant to concepts explored</li> <li>• <b>Competent</b> communication of ideas through use of media and written analysis</li> <li>• <b>Competent</b> ability to review and refine use of media as work develops</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clear</b> development of ideas through investigations</li> <li>• <b>Relevant</b> referencing of personal, contextual and other sources demonstrating analytical and critical understanding</li> <li>• <b>Competent</b> integration of practical exploration and contextual understanding to inform a body of work</li> <li>• <b>Clear</b> written analysis of own work and others sustained throughout personal investigation</li> <li>• Work demonstrates <b>competent</b> engagement and independence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Competent</b> realisation of intentions demonstrated through <b>clear</b> body of work</li> <li>• <b>Relevant</b> exploration and development of personal visual language</li> </ul>
	9–12 marks	9–12 marks	11–15 marks	5–6 marks

Level	AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 20 marks	AO2: Explore and select appropriate resources, media, techniques and processes, reviewing and refining ideas as work develops 20 marks	AO3: Develop ideas through integration of visual exploration and written discourse, demonstrating critical understanding 25 marks	AO4: Present a personal and coherent investigation that realises intentions and applies visual language to communicate ideas 10 marks
2	<ul style="list-style-type: none"> <li><b>Sufficient</b> selection of visual and contextual stimulus relevant to intentions</li> <li><b>Adequate</b> skill in recording observations and insights from different sources</li> <li><b>Adequate</b> use of specialist language and appropriate technical vocabulary to record observations and insights</li> <li><b>Some</b> ability to critically reflect on work and progress</li> </ul>	<ul style="list-style-type: none"> <li><b>Sufficient</b> selection and exploration of relevant resources, media, techniques and processes</li> <li><b>Adequate</b> experimentation of media, informed by contextual references</li> <li><b>Some</b> communication of ideas through use of media and written analysis</li> <li><b>Adequate</b> ability to review and refine use of media as work develops</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> development of ideas through investigations</li> <li><b>Adequate</b> referencing of personal, contextual and other sources demonstrating analytical and critical understanding</li> <li><b>Some</b> integration of practical exploration and contextual understanding to inform a body of work</li> <li><b>Some</b> written analysis of own work and others sustained throughout personal investigation</li> <li>Work demonstrates <b>adequate</b> engagement and some independence</li> </ul>	<ul style="list-style-type: none"> <li><b>Adequate</b> realisation of intentions demonstrated through body of work</li> <li><b>Some</b> exploration and development of personal visual language</li> </ul>
	5–8 marks	5–8 marks	6–10 marks	3–4 marks
1	<ul style="list-style-type: none"> <li><b>Limited</b> selection of visual and contextual stimulus</li> <li><b>Limited</b> skill in recording observations and insights</li> <li><b>Basic</b> use of specialist language to record observations</li> <li><b>Basic</b> ability to reflect on work and progress</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited</b> selection and exploration of resources, media, techniques and processes</li> <li><b>Limited</b> experimentation of media, informed by contextual references</li> <li><b>Basic</b> communication of ideas through use of media and written analysis</li> <li><b>Limited</b> ability to review and refine use of media</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited</b> development of ideas</li> <li><b>Limited</b> referencing of personal, contextual and other sources</li> <li><b>Basic</b> integration of practical exploration and contextual understanding</li> <li><b>Limited</b> written analysis of own work and others</li> <li>Work demonstrates <b>limited</b> engagement</li> </ul>	<ul style="list-style-type: none"> <li><b>Limited</b> realisation of intentions demonstrated through body of work</li> <li><b>Limited</b> exploration and development of personal visual language</li> </ul>
	1–4 marks	1–4 marks	1–5 marks	1–2 marks
0	No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks



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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 recommend that learners starting this course should have completed a course in Art & Design equivalent to Cambridge IGCSE™ or Cambridge O Level.

#### Guided learning hours

We design Cambridge International AS & A Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level and about 360 guided learning hours for a Cambridge International A Level. The number of hours a learner needs to achieve the qualification may vary according to each school and the learner's previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at [www.cambridgeinternational.org/adminzone](http://www.cambridgeinternational.org/adminzone)

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. If your school is in India, you can also enter your candidates in the March 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:

- syllabuses with the same title at the same level.

#### Group awards: Cambridge AICE Diploma

Cambridge AICE Diploma (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE Diploma at [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

## Making entries

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

## Exam administration

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

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

## Support for exams officers

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

## Retakes and carrying forward marks

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **[www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)**

Candidates can carry forward their Cambridge International AS Level marks from one series to complete their Cambridge International A Level in a following series. The rules, time limits and regulations for carry-forward entries can be found in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

Candidates cannot resubmit, in whole or in part, coursework from a previous series for re-marking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

Marks achieved in Component 1 can be carried forward on their own to future series, subject to the requirements set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

Marks achieved in Component 1 can be carried forward to complete an AS Level or an A Level. This is only allowed if:

- A Level Component 3 is taken in the series that the candidate completes their A Level.

It is not possible to carry forward only Component 3. If both Component 1 and Component 3 are carried forward, they do not need to have been submitted in the same series.

An AS Level which consists of Component 2 which was taken in one series, e.g. November 2025, and coursework Component 1 which was submitted in an earlier series, e.g. June 2025, cannot be carried forward to complete an A Level in a future series.

For information, refer to the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

## Language

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

## Accessibility and equality

### Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

### Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

### Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

## After the exam

### Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

Grades A\*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge International A Level. A\* is the highest and E is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (E or e). '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.

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 the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

On the statement of results, Cambridge International AS & A Levels are shown as General Certificates of Education Advanced Subsidiary Level and Advanced Level, GCE Advanced Subsidiary Level (GCE AS Level) and GCE Advanced Level (GCE A Level).

On the certificates, Cambridge International AS & A Levels are shown as General Certificate of Education.

**School feedback:** 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

**Feedback from:** Director of Studies, Auckland Grammar School, New Zealand

## How students, teachers and higher education can use the grades

### Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

- 1 to measure learning and achievement  
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success  
The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.  
The outcomes help students choose the most suitable course or career.

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- 1 to measure learning and achievement  
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success  
The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.  
The outcomes help students choose the most suitable course or career  
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue  
The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

## Changes to this syllabus for 2028, 2029 and 2030

The syllabus has been reviewed and revised for first examination in 2028.

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

<b>Changes to syllabus content</b>	<ul style="list-style-type: none"> <li>• Subject content has been reordered and split into content for Component 1, content for Component 2 and content for Component 3.</li> <li>• Additional guidance for each AO has been included for teachers and for candidates.</li> </ul>
<b>Changes to assessment (including changes to specimen papers)</b>	<ul style="list-style-type: none"> <li>• Component 1:             <ul style="list-style-type: none"> <li>– Available marks have been reduced to 60 (weighted to 90).</li> <li>– The component is now weighted to 60% of the AS Level and 30% of the A Level.</li> <li>– AO coverage has been adjusted with increased marks for AO3 (Develop) and fewer marks for AO4 (Present).</li> <li>– A new mark scheme has been developed and descriptors have been added.</li> <li>– The component is now called Portfolio.</li> </ul> </li> <li>• Component 2:             <ul style="list-style-type: none"> <li>– Available marks have been reduced to 60.</li> <li>– The component is now weighted to 40% of the AS Level and 20% of the A Level.</li> <li>– A new mark scheme has been developed and descriptors have been added.</li> <li>– Optionality in the paper has been reduced to three and scaffolding in the form of text has been included.</li> <li>– A new specimen paper has been provided.</li> </ul> </li> <li>• Component 3:             <ul style="list-style-type: none"> <li>– Available marks have been reduced to 75 (weighted to 150).</li> <li>– The mark scheme has been updated and new descriptors have been added.</li> <li>– AO coverage has been adjusted with increased marks for AO1 (Record), AO2 (Explore) and AO3 (Develop) and fewer marks for AO4 (Present).</li> <li>– The essay word limit has been increased to 2000-2500 words.</li> <li>– Details of the assessment have been updated to provide clarity for teachers.</li> </ul> </li> </ul>
<b>Carry forward arrangements</b>	<ul style="list-style-type: none"> <li>• Refer to the <i>Carry Forward Notice</i> published with the syllabus for further information on carrying forward marks achieved in Art &amp; Design 9479 Components 1, 2 and 3 to future series of Art &amp; Design 9479.</li> </ul>

In addition to reading the syllabus, you should refer to the updated specimen assessment materials. The specimen papers will help your students become familiar with exam requirements and command words in questions. The specimen mark schemes show how students should answer questions to meet the assessment objectives.

Any textbooks endorsed to support the syllabus for examination from 2025 are suitable for use with this syllabus.



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

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

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