



**CAMBRIDGE**  
International Education

# Syllabus

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

Use this syllabus for exams in 2027.

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



The latest syllabus is version 1, published January 2025. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2023 are still suitable for use with this syllabus.

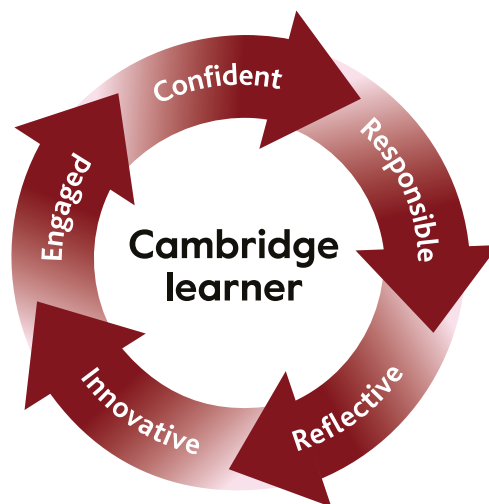
# 1 Why choose this syllabus?

## Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS & A Level give 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 encourages learners to be:

**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 to 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 to 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 2220 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 and 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 & 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 Schools 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-for-teachers](http://www.cambridgeinternational.org/support-for-teachers)

### 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.

The aims are to enable students to:

- develop an inquisitive, creative approach to research and problem-solving
- develop the ability to record from first-hand observation, personal experience and other sources
- 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
- articulate ideas and responses to their work and the work of others using a relevant vocabulary
- 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 appropriate to their chosen area of study. The syllabus encourages personal responses that are based on knowledge and understanding and skills in art, craft and design. The four areas of study are listed below:

### Fine art

Candidates may focus on one or combine several of the following:

- painting
- sculpture
- print making
- experimental – assemblage/construction
- drawing
- photography
- mixed media

### Graphic communication

Candidates may focus on one or combine several of the following:

- illustration
- packaging design
- advertising
- typography
- print making
- branding
- signage

### Three-dimensional design

Candidates may focus on one or combine several of the following:

- sculpture, ceramics
- interior and exterior architecture
- environmental design
- jewellery and fashion accessories
- product design
- interior design
- set design

## Textiles and fashion

Candidates may focus on one or combine several of the following:

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

**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

Coursework

100 marks

Candidates research, develop and realise a project from one area of study in the syllabus content.

The coursework includes:

- coursework studies **and**
- a final outcome.

Externally assessed

50% of the AS Level

25% of the A Level

### Component 3

Personal Investigation

100 marks (weighted to 200 marks)

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

The personal investigation includes:

- practical work **and**
- written analysis (1000–1500 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

100 marks

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

The externally set assignment includes:

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

Externally assessed

50% of the AS Level

25% of the A Level

Information on availability is in the **Before you start** section.

Check the *Guidance on the Administration and Online Submission of Art & Design* document and samples database at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for submission information and deadlines for Component 1.

Check the *Guidance on the Administration and Online Submission of Art & Design* document and timetable at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for the test date window, submission information and deadlines for Components 2 and 3.

The early question paper is made available to centres before the exam.

Teachers should check the Cambridge website and *Guidance on the Administration and Online Submission of Art & Design* document for the relevant year of assessment for information on when the early question paper will be available

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			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, materials, techniques and processes, reviewing and refining ideas as work develops.

### AO3 Develop

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

### AO4 Present

Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements.

## 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	25	25
AO4 Present	25	25
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	25
AO2 Explore	25	25	25
AO3 Develop	25	25	25
AO4 Present	25	25	25
Total	100	100	100

### 3 Subject content

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

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting 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.

For guidance and advice on planning and scheduling your teaching, please refer to the *Guidance on the Administration and Submission of Online Art & Design* and the *Course Handbook*.

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 in more than one component.

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

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
- the ability to collect, record and respond to visual information using a range of techniques
- the skill to select, give context to and organise the information they collect in a coherent way
- the ability to effectively use a wide range of resources and use the information to develop their practice
- the ability to make personal investigations
- the application of a range of skills to produce art and design work
- a critical awareness of their work in a contextual framework and the ability to review it based on their own, and others', opinions
- the ability to reflect, refine and adapt.

**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

## Area of study: Fine art

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 fine art, working to a theme and considering artistic constraints and problems. They should also consider traditional, contemporary and emerging techniques and approaches.

Candidate work should explore directly observed objects or subjects or should relate to a theme, concept or issue. Candidates can use sketchbooks and journals to record visual and/or other appropriate research to show clear evidence of the development of their ideas. They should display knowledge from other cultures, historical contexts and local crafts, as well as familiarity with a broad range of fine artists that they can relate to their own studies. Candidates should also explore the use of tone, colour and composition, materials and context. Other materials including charcoal, pencil, ceramics, pastels, acrylic, watercolour, oil and ink can also be explored.

Candidates should work in one or more of the following:

- painting
- drawing
- sculpture
- photography
- print making
- mixed media
- experimental – assemblage/construction.

### Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- the ability to use appropriate materials and techniques to communicate their intention effectively
- an understanding of form, perspective and scale
- the ability to compose images with consideration for space, balance and colour relationships
- effective use of a number of appropriate skills which may include some of the following; tonal drawing, pen and ink, pastels, painting, glazes, lino printing, engraving, silk-screen printing and constructing
- the ability to respond to a theme
- an understanding of the potential relationship(s) that may form between the intended audience and the work
- appropriate use of visual language.

### Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- appropriate materials, processes, technologies and resources
- how fine art can be used to communicate
- the visual language of fine art, e.g. iconography, symbolism and metaphor
- the importance of location and space in the making, exhibiting and viewing of work
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- the origin, continuity and development of techniques, genres and key movements
- the importance of intention, research, realisation and reflection to the artistic process
- relevant fine art genres, styles and techniques used by artists past and present
- a range of specialist vocabulary relevant to fine art.

## Area of study: Graphic communication

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 visual meaning through graphic design, working to a theme or brief and considering design constraints and problems. They should also consider traditional, contemporary and emerging techniques and approaches.

Candidate work should explore directly observed objects or subjects or should relate to a theme, concept or issue. Candidates can use sketchbooks and journals to record visual and/or other appropriate research to show clear evidence of the development of their ideas. They should show an awareness of current and historical design processes and concepts. Candidates should also develop an understanding of the influence of social and cultural contexts. They can explore the relationship between image and text, the use of colour, composition, problem-solving and communication to develop their practice. A range of materials and approaches can be experimented with such as print media, collage, pencils, inks and paper construction.

Candidates should work in one or more of the following:

- illustration
- print making
- packaging design
- branding
- advertising
- signage
- typography.

### Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- the ability to use appropriate media and techniques to communicate their intention effectively
- an understanding of perspective, scale and colour
- the ability to create effective designs with consideration for space, balance and colour relationships
- effective use of a number of appropriate skills which may include some of the following; drawing, photography, photo editing, print making, typography and lettering, product design, and package construction
- the ability to respond to a theme or brief
- an understanding of the required potential impact of the work on the identified audience
- appropriate use of visual language.

### Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- appropriate materials, processes, technologies and resources
- how graphic design can be used to communicate
- the importance of location and space in the making, exhibiting and viewing of work
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- the origin, continuity and development of techniques, genres and key movements
- the importance of intention, research, realisation and reflection to the graphic design process
- relevant graphic communication styles and techniques used by designers past and present
- a range of specialist vocabulary relevant to graphic communication.

## Area of study: Three-dimensional design

You should encourage candidates to develop their knowledge of and skills in a range of media, processes and techniques. Candidates should demonstrate understanding of developing designs for a three-dimensional outcome, working to a theme or brief and considering design constraints and problems. They should also consider traditional, contemporary and emerging techniques and approaches.

Candidate work should explore directly observed objects or subjects or should relate to a theme, concept or issue. Candidates can use sketchbooks and journals to record visual and/or other appropriate research to show clear evidence of the development of their ideas. They will need to explore images and resources related to three-dimensional design which reference a range of cultural, social and local contexts. Candidates should explore form, function and surface using models, samples, materials exploration and technical notes to develop their ideas. They can experiment with a range of media such as clay, plaster, cardboard, metal, string and tape to develop innovative maquettes for further development.

Candidates should work in one or more of the following:

- sculpture, ceramics
- product design
- interior and exterior architecture
- interior design
- environmental design
- set design
- jewellery and fashion accessories.

### Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- the ability to use appropriate materials and techniques to communicate their intention effectively
- an understanding of form, scale and structure
- the ability to create designs with consideration of texture, shape, colour and movement
- effective use of specialist working processes and equipment such as kilns, CAD, laser cutters and hand tools
- the ability to respond to a theme or brief
- consideration of the setting in which the final outcome will be situated, e.g. interior/exterior, urban/rural
- an understanding of the identified audience for the work
- appropriate use of visual language.

### Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- appropriate materials, processes, technologies and resources
- how three-dimensional design can be used to communicate
- the importance of location and space in the making, exhibiting and viewing of work
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- the origin, continuity and development of techniques, genres and key movements
- the importance of intention, research, realisation and reflection to the three-dimensional design process
- relevant genres, styles and techniques used by artists and designers past and present
- a range of specialist vocabulary relevant to three-dimensional design.

## Area of study: Textiles and fashion

You should encourage candidates to develop their knowledge and skill in a range of materials, processes and techniques. Candidates should demonstrate their understanding of working to a theme or brief and considering design constraints and problems. They should also consider traditional and contemporary techniques and approaches.

Candidate work should explore directly observed objects or subjects or should relate to a theme, concept or issue. Candidates can use sketchbooks and journals to record visual and/or other appropriate research to show clear evidence of the development of their ideas. They should develop an understanding of material, trends, manufacturing, local crafts and cultural factors relating to textiles and fashion as well as different types of fabric and manipulation and surface treatments. Candidates should explore the use of a range of media including pencil, paint, inks, marker pens, pastels, fabric swatches, samples, mock-ups and toile, fabric dyeing, printing and hand and machine embroidery. These can be developed into fashion illustrations, hand-made costumes or contemporary textiles designs.

Candidates should work in one or more of the following:

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

### Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

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

### Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- appropriate materials, processes, technologies and resources
- how textiles and fashion design can be used to communicate
- the importance of location and space in the making, exhibiting and viewing of work
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- the origin, continuity and development of techniques, genres and key movements
- the importance of intention, research, realisation and reflection to the textile and fashion design process
- relevant textile and fashion genres, styles and techniques used by designers past and present
- a range of specialist vocabulary relevant to textiles and fashion.

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## 4 Details of the assessment

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### Component 1 – Coursework

Component 1 is an AS Level component. This is an internally set assignment which is marked by Cambridge International. There is no question paper for this component.

The coursework submission comprises:

- coursework studies **and**
- a final outcome.

Candidates explore and develop coursework based on a theme, producing a portfolio of work leading to a final outcome.

Themes may be set by the teacher or candidates may choose one in consultation with their teacher.

The work for this component should be completed before candidates start work on Component 2: Externally Set Assignment.

Candidates should select work for their coursework that shows how they have:

- recorded ideas and observations from first-hand studies, such as their own drawings and photography, and secondary imagery and sources
- explored and experimented with different media, techniques and processes
- carried out in-depth research into artists, designers and cultural influences to inform the development of ideas
- selected, reviewed and refined their work throughout the whole process to plan and produce a personal and coherent outcome.

The final outcome may be a single response or a series of related outcomes.

While candidates do not have to annotate their work, if they do they must ensure their annotation is relevant to the theme, purposeful and written in English.

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

Component 1 is marked against the assessment criteria at the end of this section. Cambridge International will assess the coursework and final outcome together and award a **single mark** out of 100.

Refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission dates for this component.

## Component 2 – Externally Set Assignment

Component 2 is an AS Level component. This is an externally set assignment which is marked online 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 on the Administration and 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 select one starting point to work on. Candidates produce their supporting studies during the preparation period, after receipt of the paper and before the supervised test.

The work produced for this component must relate to the questions on the question paper.

Candidates may, but do not have to, explore the same area of study for Component 1. The work produced for this component must relate to the questions on the question paper. 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 and Component 3.

Candidates should present their supporting studies to show how they have:

- recorded ideas and observations from first-hand studies, such as their own drawings and photography, and secondary imagery and sources
- explored and experimented with different media, techniques and processes
- carried out in-depth research into artists, designers and cultural influences to inform the development of ideas
- selected, reviewed and refined their work throughout the whole process to plan and produce a personal and coherent outcome.

The supporting studies must be available at the start of the supervised test to inform the candidates as they work on their final outcome. They should show how the candidates have worked through artistic processes towards the assessment objectives. The final outcome may be a single response or a series of related outcomes.

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

While candidates do not have to annotate their work, if they do they must ensure their annotation is relevant to the theme, purposeful and written in English.

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 **single mark** out of 100.

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

Component 3 is the A Level component. This is an internally set assignment that is marked by Cambridge International. There is no question paper for this component.

The Personal Investigation comprises:

- practical work **and**
- written analysis of between 1000 and 1500 words.

The Personal Investigation should be an in-depth study that demonstrates the candidate's ability to carry out independent research from a starting point of their choice through to a fully realised and coherent conclusion.

Candidates identify a theme informed by an aspect of art and design, photography or craft for the investigation then, in consultation with their teacher, set themselves a specific brief which clarifies the content, direction and research material to be explored.

During their investigation, candidates produce practical work supported by written analysis containing detailed research. First-hand studies from primary sources such as visits to local galleries, studios or buildings, or contact with local artists, designers or craftspeople must form at least part of the research.

The Personal Investigation may be presented in a number of ways depending on the subject including, for example:

- an illustrated study that integrates the practical work with the written analysis
- a sculpture that is photographed and presented together with the related written analysis
- a focused investigation of cultural significance, such as comparing the work of two artists or techniques where the practical work is influenced by the style of one or both of the artists.

Candidates should ensure that the two elements are presented in such a way that they form a cohesive and integrated submission. The written analysis must be between 1000 and 1500 words and must also:

- use specialist vocabulary relevant to the investigation
- be written in continuous prose (but can be integrated with the practical work)
- ensure sources are identified and attributed in a bibliography
- be legible, with correct use of grammar and spelling
- be presented in a coherent manner and in a format that is relevant to the theme
- include relevant examples of what is being discussed.

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

Candidates may work in any size or media, but all work must be presented as a digital portfolio for online submission to Cambridge.

Any annotations should be relevant to the theme, purposeful and written in English.

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 **single mark** out of 100. This mark will be weighted to 200.

Refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission dates for this component.

For guidance on developing suitable titles for coursework, essays or projects go to our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

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

For submission guidance, see the *Guidance on the Administration and Submission of Online Art & Design* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Avoidance of plagiarism

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

For Components 1 and 3, the candidate is required to sign a declaration stating that the coursework is their own work and you must countersign to confirm that you believe the work is that of the candidate.

The declaration of authenticity form, and the instructions for completing the form, should be downloaded from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 9479) and your centre number, after which it will take you to the correct forms. Follow the instructions on the form. Further details can be found in the *Cambridge Handbook*.

## Authentication

You will be requested to declare the authenticity of the work at the point of submitting the work.

## 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.

## Assessment criteria for Component 1 and Component 2

AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 25 marks	AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25 marks	AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25 marks	AO4: Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements 25 marks
<p><b>Excellent</b> skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p><b>Highly accomplished</b> ability to reflect critically on work and progress</p> <p>21–25</p>	<p>Exploration and selection of relevant resources, media, materials, techniques and processes are <b>excellent</b></p> <p><b>Highly accomplished</b> and <b>sophisticated</b> ability to review and refine ideas as work develops</p> <p>21–25</p>	<p><b>Excellent</b> development of ideas through focused investigations</p> <p>Analytical and critical understanding demonstrated through <b>highly accomplished</b> and <b>mature</b> referencing of personal, contextual and other sources</p> <p>21–25</p>	<p><b>Excellent</b> realisation of intentions demonstrating an excellent use of visual language</p> <p><b>Highly accomplished</b> and <b>mature</b> connections made between visual and other elements</p> <p>21–25</p>
<p><b>Confident</b> skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p><b>Highly effective</b> ability to reflect critically on work and progress</p> <p>16–20</p>	<p><b>Confidently</b> explores and selects relevant resources, media, materials, techniques and processes</p> <p><b>Highly effective</b> ability to review and refine ideas as work develops</p> <p>16–20</p>	<p><b>Confident</b> development of ideas through focused investigations</p> <p><b>Highly effective</b> analytical and critical understanding demonstrated through thorough and careful referencing of personal, contextual and other sources</p> <p>16–20</p>	<p><b>Confident</b> realisation of intentions demonstrating an effective use of visual language</p> <p><b>Highly effective</b> connections made between visual and other elements</p> <p>16–20</p>
<p><b>Competent</b> skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p><b>Good</b> ability to reflect critically on work and progress</p> <p>11–15</p>	<p><b>Competent</b> exploration and selection of relevant resources, media, materials, techniques and processes</p> <p><b>Good</b> ability to review and refine ideas as work develops</p> <p>11–15</p>	<p><b>Competent</b> development of ideas through focused investigations</p> <p><b>Good</b> analytical and critical understanding demonstrated through careful referencing of personal, contextual and other sources</p> <p>11–15</p>	<p><b>Competent</b> realisation of intentions demonstrating a good use of visual language</p> <p><b>Good</b> connections made between visual and other elements</p> <p>11–15</p>
<p><b>Satisfactory</b> skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p><b>Adequate</b> ability to reflect critically on work and progress</p> <p>6–10</p>	<p><b>Adequate</b> exploration and selection of relevant resources, media, materials, techniques and processes</p> <p><b>Satisfactory</b> ability to review and refine ideas as work develops</p> <p>6–10</p>	<p><b>Satisfactory</b> development of ideas through focused investigations</p> <p><b>Adequate</b> analytical and critical understanding demonstrated through some referencing of personal, contextual and other sources</p> <p>6–10</p>	<p><b>Satisfactory</b> realisation of intentions demonstrating an adequate use of visual language</p> <p><b>Adequate</b> connections made between visual and other elements</p> <p>6–10</p>
<p><b>Limited</b> skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p><b>Basic</b> ability to reflect critically on work and progress</p> <p>1–5</p>	<p><b>Limited</b> exploration and selection of relevant resources, media, materials, techniques and processes</p> <p><b>Basic</b> ability to review and refine ideas as work develops</p> <p>1–5</p>	<p><b>Basic</b> development of ideas</p> <p><b>Limited</b> analytical and critical understanding demonstrated through basic referencing of personal, contextual and other sources</p> <p>1–5</p>	<p><b>Limited</b> realisation of intentions demonstrating a basic use of visual language</p> <p><b>Basic</b> connections made between visual and other elements</p> <p>1–5</p>
No creditable work 0	No creditable work 0	No creditable work 0	No creditable work 0

## Assessment criteria for Component 3

AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 25 marks	AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25 marks	AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25 marks	AO4: Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements 25 marks
<p><b>Excellent</b> skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p><b>Highly accomplished</b> ability to reflect critically on work and progress</p> <p><b>Excellent</b> use of specialist language and appropriate technical vocabulary</p> <p>21–25</p>	<p>Exploration and selection of relevant resources, media, materials, techniques and processes are <b>excellent</b></p> <p><b>Highly accomplished</b> and <b>sophisticated</b> ability to review and refine ideas as work develops</p> <p><b>Excellent</b> communication of ideas through visual and other forms</p> <p>21–25</p>	<p><b>Excellent</b> development of ideas through focused investigations</p> <p>Analytical and critical understanding demonstrated through <b>highly accomplished</b> and <b>mature</b> referencing of personal, contextual and other sources</p> <p><b>Perceptive</b> integration of practical and written elements</p> <p>21–25</p>	<p><b>Excellent</b> realisation of intentions demonstrated through an excellent use of visual language</p> <p><b>Highly accomplished</b> and <b>mature</b> connections made between visual and other elements</p> <p>Work demonstrates an <b>excellent</b> level of engagement and independence</p> <p>21–25</p>
<p><b>Confident</b> skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p><b>Highly effective</b> ability to reflect critically on work and progress</p> <p><b>Confident</b> use of specialist language and appropriate technical vocabulary</p> <p>16–20</p>	<p><b>Confidently</b> explores and selects relevant resources, media, materials, techniques and processes</p> <p><b>Highly effective</b> ability to review and refine ideas as work develops</p> <p><b>Confident</b> communication of ideas through visual and other forms</p> <p>16–20</p>	<p><b>Confident</b> development of ideas through focused investigations</p> <p><b>Highly effective</b> analytical and critical understanding demonstrated through thorough and careful referencing of personal, contextual and other sources</p> <p><b>Confident</b> integration of practical and written elements</p> <p>16–20</p>	<p><b>Confident</b> realisation of intentions demonstrating an effective use of visual language</p> <p><b>Highly effective</b> connections made between visual and other elements</p> <p>Work demonstrates a <b>highly effective</b> level of engagement and independence</p> <p>16–20</p>
<p><b>Competent</b> skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p><b>Good</b> ability to reflect critically on work and progress</p> <p><b>Competent</b> use of specialist language and appropriate technical vocabulary</p> <p>11–15</p>	<p><b>Competent</b> exploration and selection of relevant resources, media, materials, techniques and processes</p> <p><b>Good</b> ability to review and refine ideas as work develops</p> <p><b>Good</b> communication of ideas through visual and other forms</p> <p>11–15</p>	<p><b>Competent</b> development of ideas through focused investigations</p> <p><b>Good</b> analytical and critical understanding demonstrated through careful referencing of personal, contextual and other sources</p> <p><b>Good</b> integration of practical and written elements</p> <p>11–15</p>	<p><b>Competent</b> realisation of intentions demonstrating a good use of visual language</p> <p><b>Good</b> connections made between visual and other elements</p> <p>Work demonstrates a <b>competent</b> level of engagement and independence</p> <p>11–15</p>
<p><b>Satisfactory</b> skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p><b>Adequate</b> ability to reflect critically on work and progress</p> <p><b>Satisfactory</b> use of specialist language and appropriate technical vocabulary</p> <p>6–10</p>	<p><b>Adequate</b> exploration and selection of relevant resources, media, materials, techniques and processes</p> <p><b>Satisfactory</b> ability to review and refine ideas as work develops</p> <p><b>Satisfactory</b> communication of ideas through visual and other forms</p> <p>6–10</p>	<p><b>Satisfactory</b> development of ideas through focused investigations</p> <p><b>Adequate</b> analytical and critical understanding demonstrated through some referencing of personal, contextual and other sources</p> <p><b>Adequate</b> integration of practical and written elements</p> <p>6–10</p>	<p><b>Satisfactory</b> realisation of intentions demonstrating an adequate use of visual language</p> <p><b>Adequate</b> connections made between visual and other elements</p> <p>Work demonstrates an <b>adequate</b> level of engagement and independence</p> <p>6–10</p>

AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 25 marks		AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25 marks		AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25 marks		AO4: Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements 25 marks	
<b>Limited</b> skill in recording observations and insights from a variety of sources, relevant to intentions		<b>Limited</b> exploration and selection of relevant resources, media, materials, techniques and processes		<b>Basic</b> development of ideas		<b>Limited</b> realisation of intentions demonstrating a basic use of visual language	
<b>Basic</b> ability to reflect critically on work and progress		<b>Basic</b> ability to review and refine ideas as work develops		<b>Limited</b> analytical and critical understanding demonstrated through basic referencing of personal, contextual and other sources		<b>Basic</b> connections made between visual and other elements	
<b>Limited</b> use of specialist language and appropriate technical vocabulary		<b>Basic</b> communication of ideas through visual and other forms		<b>Limited</b> integration of practical and written elements		Work demonstrates a <b>limited</b> level of engagement and independence	
1–5		1–5		1–5		1–5	
No creditable work		No creditable work		No creditable work		No creditable work	
0		0		0		0	

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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 learners' previous experience of the subject.

#### Availability and timetables

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

- all other components of the AS Level Component 2 are taken in the series that the candidate completes their AS Level

or

- all other components of the A Level Component 3 are taken in the series that the candidate completes their A Level.

An AS Level which consists of component 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.

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.

## 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. This is explained in section 1.3 of the *Cambridge Handbook* **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

- 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.
- 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. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

## After the exam

### Grading and reporting

Grades 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 2027

The syllabus has been reviewed and revised for first examination in 2027.

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

### Changes to submission

- You are no longer required to send hard copies of candidates' work to Cambridge. Work will be photographed, scanned and organised in a digital format for exams officers or supervisors to upload to Cambridge. See Guidance on the Administration and Online Submission of Art & Design for more information on how to prepare work for submission. The submission information in the syllabus has been updated to reflect the new requirements.

Significant changes to the syllabus are indicated by black vertical lines either side of the text.

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 2019 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.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge International AS & A Level.

### Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/about-us/our-standards/](https://www.cambridgeinternational.org/about-us/our-standards/)



**School feedback:** 'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

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

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

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