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## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge 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.

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. 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.

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

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



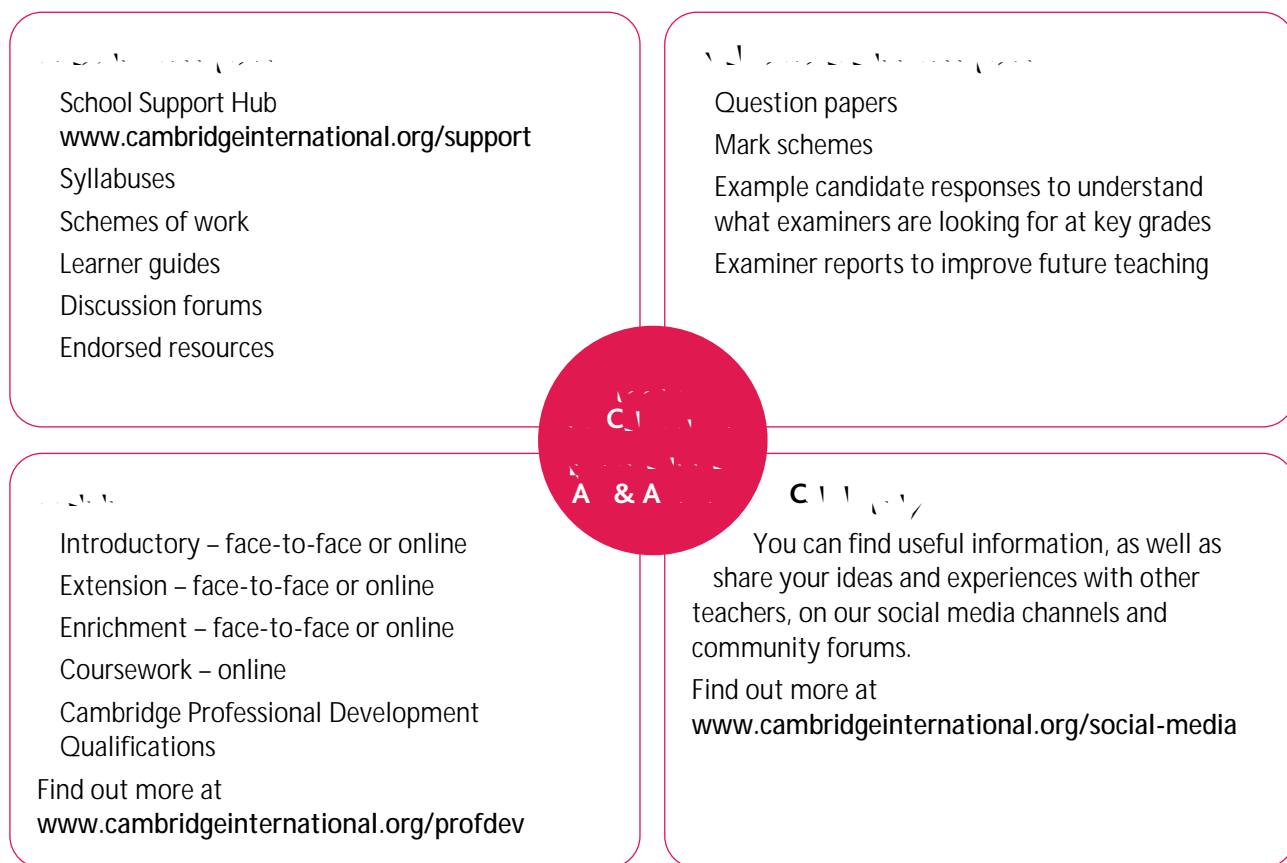
Cambridge Assessment International Education is an education organisation and politically neutral. The content of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.

**'The depth of knowledge displayed by the best A Level students makes them prime targets for America's Ivy League universities'**

Yale University, USA

## Supporting teachers

We provide a wide range of practical resources, detailed guidance, and innovative training and professional development so that you can give your students the best possible preparation for Cambridge International AS & A Level.



**'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.'**

US Higher Education Advisory Council

## 2

### Aims

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

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.

### Visit the Cambridge International AS & A Level Art & Design School Support Hub



The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes, including schemes of work, past papers, mark schemes and examiner reports. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)



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

### Graphic communication

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

illustration	print making
packaging design	branding
advertising	signage
typography.	

### Three-dimensional design

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

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

### Textiles and fashion

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

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

Candidates who want to produce their work in a digital format are advised to consider the AS & A level Digital Media & Design syllabus (9481), where the focus is on generating ideas and finding creative digital ways to solve design problems.

## Assessment overview

### Component 1

#### Coursework

100 marks

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

There are two parts to the coursework:

- a portfolio
- 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.

There are two parts to the investigation:

- practical work
- 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.

There are two parts to the assignment:

- supporting studies, created during the preparation period
- 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

Please check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Component 2.

Please check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information and deadlines for Components 1, 2 and 3.

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



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## 3

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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 suitable topics and 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 *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.

### 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.



## 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.

### Assessment objectives

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.

### Assessment objectives

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.

### Key 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.

### Key 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.

### Key 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.

### Key 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

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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.

There are two parts to this component:

- a portfolio
- 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.

Candidates should select work for their portfolio 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.

The portfolio can be up to 10 sheets of A2. Candidates may use both sides of the paper. They may work in any size or appropriate media but work that is fragile, three-dimensional or larger than A2 must be photographed. The photographs must be mounted on A2 and clearly labelled. This applies to both the portfolio and the final outcome.

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

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



Cambridge International has created some sample coursework briefs giving suggestions for themes that can be used as starting points for research. These are available at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)





## Outline proposal forms

Outline proposal forms are no longer in use for this syllabus for entries from 2022 series onwards. As part of teaching, you should give guidance and feedback to candidates on whether their coursework, essay or project title is suitable.

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)

## 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*.

## Assessment criteria for Component 1 and Component 2

<p><b>A_1:</b> skill in recording observations and insights from a variety of sources, relevant to intentions on work and progress</p>	<p><b>A_2:</b> Exploration and selection of relevant resources, media, materials, techniques and processes are able to review and refine ideas as work develops</p>	<p><b>A_3:</b> development of ideas through focused investigations</p> <p>Analytical and critical understanding demonstrated through referencing of personal, contextual and other sources</p>	<p><b>A_4:</b> realisation of intentions demonstrating an excellent use of visual language made between visual and other elements</p>	<p>25</p> <p>25</p> <p>25</p> <p>25</p> <p>21</p> <p>25</p> <p>21</p> <p>25</p> <p>16</p> <p>20</p>
<p><b>C_1:</b> skill in recording observations and insights from a variety of sources, relevant to intentions on work and progress</p>	<p><b>C_2:</b> explores and selects relevant resources, media, materials, techniques and processes able to review and refine ideas as work develops</p>	<p><b>C_3:</b> development of ideas through focused investigations</p>		<p>21</p> <p>25</p> <p>21</p> <p>25</p> <p>16</p> <p>20</p>

## Assessment criteria for Component 3

A_1: Exploration of sources, materials, techniques and processes	A_2: Exploration of relevant resources, media, materials, techniques and processes	A_3: Exploration of relevant resources, media, materials, techniques and processes	A_4: Exploration of relevant resources, media, materials, techniques and processes
<p>skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>ability to reflect critically on work and progress</p> <p>use of specialist language and appropriate technical vocabulary</p> <p><b>21 25</b></p>	<p>Exploration and selection of relevant resources, media, materials, techniques and processes are explored</p> <p>ability to review and refine ideas as work develops</p> <p>communication of ideas through visual and other forms</p> <p><b>25 25</b></p>	<p>Exploration and selection of relevant resources, media, materials, techniques and processes are explored</p> <p>ability to review and refine ideas as work develops</p> <p>communication of ideas through visual and other forms</p> <p><b>25 25</b></p>	<p>Exploration and selection of relevant resources, media, materials, techniques and processes are explored</p> <p>ability to review and refine ideas as work develops</p> <p>communication of ideas through visual and other forms</p> <p><b>25 25</b></p>



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## 5

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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 studied a Cambridge IGCSE™ or Cambridge O Level 43150 -1.



## Making entries

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

## Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to one administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code





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

### Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

**to measure learning and achievement**

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

**to show likely future success**

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career.

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

**to measure learning and achievement**

The assessment:

- confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.

**to show likely future success**

The outcomes:

- help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
- help students choose the most suitable course or career
- help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
- guide teaching and learning in the next stages of the Cambridge International A Level course.

## Grade descriptions

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

Grade descriptions for Cambridge International A Level Art & Design will be published after the first assessment of the A Level in 2022. Find more information at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

## Changes to this syllabus for 2022, 2023 and 2024

The syllabus has been updated. This is version 2, published November 2020.

There are no significant changes which affect teaching.

There are no significant changes which affect teaching.

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### Coursework

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

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Any textbooks endorsed to support the syllabus for examination from 2019 are still suitable for use with this syllabus.

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

WANG YI, Deputy Principal, The High School Affiliated to Renmin University of China

This document was initially designed for print and as such does not reach accessibility standard WCAG 2.1 in various ways including missing text alternatives and missing document structure. If you need this document in a different format contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) (with the subject heading: Digital accessibility) and we will respond within 15 working days.

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