



**Cambridge Assessment
International Education**

Syllabus

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

Use this syllabus for exams in 2026.

Exams are available in the June and November series.

Exams are also available in the March series in India.



Version 1

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

**Cambridge
Pathway** 

Why choose Cambridge International?

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

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, are rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources. Learn more about our research at www.cambridgeassessment.org.uk/our-research/

We review all our syllabuses regularly, so they reflect the latest research evidence and professional teaching practice – and take account of the different national contexts in which they are taught.

We consult with teachers to help us design each syllabus around the needs of their learners. Consulting with leading universities has helped us make sure our syllabuses encourage students to master the key concepts in the subject and develop the skills necessary for success in higher education.

We believe education works best when curriculum, teaching, learning and assessment are closely aligned. Our programmes develop deep knowledge, conceptual understanding and higher-order thinking skills, to prepare students for their future. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

School feedback: ‘We think the Cambridge curriculum is superb preparation for university.’

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

Quality management



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

Contents

Why choose Cambridge International?	2
1 Why choose this syllabus?	4
2 Syllabus overview	8
Aims	8
Content overview	9
Assessment overview	11
Assessment objectives	13
3 Subject content	14
Skills and understanding common to all areas of study	14
Area of study: Fine art	15
Area of study: Graphic communication	16
Area of study: Three-dimensional design	17
Area of study: Textiles and fashion	18
4 Details of the assessment	19
Component 1 – Coursework	19
Component 2 – Externally Set Assignment	20
Component 3 – Personal Investigation	21
Avoidance of plagiarism	22
Assessment criteria for Component 1 and Component 2	23
Assessment criteria for Component 3	24
5 What else you need to know	26
Before you start	26
Making entries	27
Accessibility and equality	28
After the exam	29
How students, teachers and higher education can use the grades	30
Changes to this syllabus for 2026	31

Important: Changes to this syllabus



The latest syllabus is version 1 published September 2023. There are no significant changes which affect teaching.

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

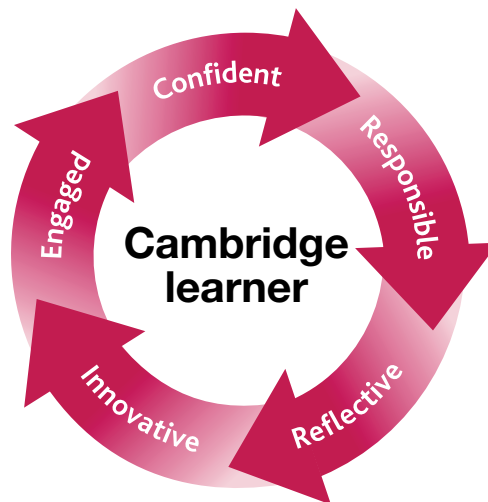
1 Why choose this syllabus?

Key benefits

The best motivation for a student is a real passion for the subject they are learning. By offering students a variety of Cambridge International AS & A Levels, you can give them the greatest chance of finding the path of education they most want to follow. With over 50 subjects to choose from, students can select the ones they love and that they are best at, which helps motivate them throughout their studies.

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

- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- 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.

The key concepts identified below, carefully introduced and developed, will help to underpin the course you will teach. 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.

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. Our programmes and qualifications 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 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.

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.

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

Learn more at www.cambridgeinternational.org/recognition

Supporting teachers

We believe education is most effective when curriculum, teaching and learning, and assessment are closely aligned. We provide a wide range of resources, detailed guidance, innovative training and targeted professional development so that you can give your students the best possible preparation for Cambridge International AS & A Level. To find out which resources are available for each syllabus go to

www.cambridgeinternational.org/support

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at www.cambridgeinternational.org/support

Support for Cambridge International AS & A Level			
Planning and preparation <ul style="list-style-type: none"> Syllabuses Schemes of work Specimen Question Papers and Mark Schemes Teacher guides 	Teaching and assessment <ul style="list-style-type: none"> Endorsed resources Online forums Support for coursework and speaking tests 	Learning and revision <ul style="list-style-type: none"> Example candidate responses Past papers and mark schemes Specimen paper answers 	Results <ul style="list-style-type: none"> Candidate Results Service Principal examiner reports for teachers

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at www.cambridgeinternational.org/syllabusupdates

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

Professional development

Find the next step on your professional development journey.

- Introductory Professional Development – An introduction to Cambridge programmes and qualifications.
- Extension Professional Development – Develop your understanding of Cambridge programmes and qualifications to build confidence in your delivery.
- Enrichment Professional Development – Transform your approach to teaching with our Enrichment workshops.
- Cambridge Professional Development Qualifications (PDQs) – Practice-based programmes that transform professional learning for practising teachers. Available at Certificate and Diploma level.

Find out more at:

www.cambridgeinternational.org/support-and-training-for-schools/professional-development/



Supporting exams officers

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

Find out more at: www.cambridgeinternational.org/eoguide

2 Syllabus overview

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.

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



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.

There are **two** parts to the coursework:

- a portfolio **and**
- a final outcome.

Externally assessed

50% of the AS Level

25% 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 **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

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 **and**
- written analysis (1000–1500 words).

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

Externally assessed

50% of the A Level

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

Check the *Guidance Notes* and timetable at www.cambridgeinternational.org/timetables for the test date window for Component 2.

Check the *Guidance Notes* and samples database at www.cambridgeinternational.org/samples for submission information, forms and deadlines for Components 1, 2 and 3.

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

Teachers should check the *Cambridge Handbook* for the relevant year of assessment for information on when and where 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
1 AS Level only (Candidates take all AS components in the same exam series)	yes	yes	no
2 A Level (staged over two years)			
Year 1 AS Level*	yes	yes	no
Year 2 Complete the A Level	no	no	yes
3 A Level (Candidates take all components in the same exam series)	yes	yes	yes

* Candidates carry forward their AS Level result subject to the rules and time limits described in the *Cambridge Handbook*. See **Making entries** for more information on carry forward of results.

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 each 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 *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 avoid replicating work across components.

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: 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.

4 Details of the assessment

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 **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 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 supporting studies can be up to **five** sheets of A2. Candidates may work in any size or media, but all work must be clearly labelled prior to the work being photographed for submission to Cambridge.

The final outcome should be presented on **one** sheet of A2. Candidates may work in any size or media, but all work must be clearly labelled prior to the work being photographed for submission to Cambridge.

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.

Refer to the samples database at 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

Component 2 – Externally Set Assignment

Component 2 is an AS Level component. This is an externally set assignment that is marked by Cambridge International. There is a question paper for this component. You may download the question paper from the School Support Hub, our secure online site www.cambridgeinternational.org/support and give it to candidates as soon as it is released. Refer to the *Cambridge Handbook* for the year of examination for more information.

There are two parts to this component:

- supporting studies, created during the preparation period **and**
- a final outcome, produced during a supervised test of 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 should avoid choosing a topic or theme from the question paper that is the same/similar to the theme they have already covered in Component 1: Coursework, in order to avoid overlap.

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 taken into 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.

The supporting studies can be up to **three** sheets of A2. Candidates may work in any size or media, but all work must be clearly labelled prior to the work being photographed for submission to Cambridge.

The final outcome should be presented on **one** sheet of A2. Candidates may work in any size or media, but all work must be clearly labelled prior to the work being photographed for submission to Cambridge.

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.

There are two parts to this component:

- 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.

The practical work and written analysis should be presented as an integrated submission on up to **eight** sheets of A2. Candidates may work in any size or media, but all work must be clearly labelled prior to the work being photographed for submission to Cambridge.

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 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

For further information, see the *Cambridge Handbook* for the relevant year of assessment at 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. 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

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>Excellent skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>Highly accomplished 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 excellent</p> <p>Highly accomplished and sophisticated ability to review and refine ideas as work develops</p> <p>21–25</p>	<p>Excellent development of ideas through focused investigations</p> <p>Analytical and critical understanding demonstrated through highly accomplished and mature referencing of personal, contextual and other sources</p> <p>21–25</p>	<p>Excellent realisation of intentions demonstrating an excellent use of visual language</p> <p>Highly accomplished and mature connections made between visual and other elements</p> <p>21–25</p>
<p>Confident skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>Highly effective ability to reflect critically on work and progress</p> <p>16–20</p>	<p>Confidently explores and selects relevant resources, media, materials, techniques and processes</p> <p>Highly effective ability to review and refine ideas as work develops</p> <p>16–20</p>	<p>Confident development of ideas through focused investigations</p> <p>Highly effective analytical and critical understanding demonstrated through thorough and careful referencing of personal, contextual and other sources</p> <p>16–20</p>	<p>Confident realisation of intentions demonstrating an effective use of visual language</p> <p>Highly effective connections made between visual and other elements</p> <p>16–20</p>
<p>Competent skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>Good ability to reflect critically on work and progress</p> <p>11–15</p>	<p>Competent exploration and selection of relevant resources, media, materials, techniques and processes</p> <p>Good ability to review and refine ideas as work develops</p> <p>11–15</p>	<p>Competent development of ideas through focused investigations</p> <p>Good analytical and critical understanding demonstrated through careful referencing of personal, contextual and other sources</p> <p>11–15</p>	<p>Competent realisation of intentions demonstrating a good use of visual language</p> <p>Good connections made between visual and other elements</p> <p>11–15</p>
<p>Satisfactory skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>Adequate ability to reflect critically on work and progress</p> <p>6–10</p>	<p>Adequate exploration and selection of relevant resources, media, materials, techniques and processes</p> <p>Satisfactory ability to review and refine ideas as work develops</p> <p>6–10</p>	<p>Satisfactory development of ideas through focused investigations</p> <p>Adequate analytical and critical understanding demonstrated through some referencing of personal, contextual and other sources</p> <p>6–10</p>	<p>Satisfactory realisation of intentions demonstrating an adequate use of visual language</p> <p>Adequate connections made between visual and other elements</p> <p>6–10</p>
<p>Limited skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>Basic ability to reflect critically on work and progress</p> <p>1–5</p>	<p>Limited exploration and selection of relevant resources, media, materials, techniques and processes</p> <p>Basic ability to review and refine ideas as work develops</p> <p>1–5</p>	<p>Basic development of ideas</p> <p>Limited analytical and critical understanding demonstrated through basic referencing of personal, contextual and other sources</p> <p>1–5</p>	<p>Limited realisation of intentions demonstrating a basic use of visual language</p> <p>Basic 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	AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding	AO4: Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements
25 marks	25 marks	25 marks	25 marks
<p>Excellent skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>Highly accomplished ability to reflect critically on work and progress</p> <p>Excellent use of specialist language and appropriate technical vocabulary</p> <p style="text-align: right;">21–25</p>	<p>Exploration and selection of relevant resources, media, materials, techniques and processes are excellent</p> <p>Highly accomplished and sophisticated ability to review and refine ideas as work develops</p> <p>Excellent communication of ideas through visual and other forms</p> <p style="text-align: right;">21–25</p>	<p>Excellent development of ideas through focused investigations</p> <p>Analytical and critical understanding demonstrated through highly accomplished and mature referencing of personal, contextual and other sources</p> <p>Perceptive integration of practical and written elements</p> <p style="text-align: right;">21–25</p>	<p>Excellent realisation of intentions demonstrated through an excellent use of visual language</p> <p>Highly accomplished and mature connections made between visual and other elements</p> <p>Work demonstrates an excellent level of engagement and independence</p> <p style="text-align: right;">21–25</p>
<p>Confident skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>Highly effective ability to reflect critically on work and progress</p> <p>Confident use of specialist language and appropriate technical vocabulary</p> <p style="text-align: right;">16–20</p>	<p>Confidently explores and selects relevant resources, media, materials, techniques and processes</p> <p>Highly effective ability to review and refine ideas as work develops</p> <p>Confident communication of ideas through visual and other forms</p> <p style="text-align: right;">16–20</p>	<p>Confident development of ideas through focused investigations</p> <p>Highly effective analytical and critical understanding demonstrated through thorough and careful referencing of personal, contextual and other sources</p> <p>Confident integration of practical and written elements</p> <p style="text-align: right;">16–20</p>	<p>Confident realisation of intentions demonstrating an effective use of visual language</p> <p>Highly effective connections made between visual and other elements</p> <p>Work demonstrates a highly effective level of engagement and independence</p> <p style="text-align: right;">16–20</p>
<p>Competent skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>Good ability to reflect critically on work and progress</p> <p>Competent use of specialist language and appropriate technical vocabulary</p> <p style="text-align: right;">11–15</p>	<p>Competent exploration and selection of relevant resources, media, materials, techniques and processes</p> <p>Good ability to review and refine ideas as work develops</p> <p>Good communication of ideas through visual and other forms</p> <p style="text-align: right;">11–15</p>	<p>Competent development of ideas through focused investigations</p> <p>Good analytical and critical understanding demonstrated through careful referencing of personal, contextual and other sources</p> <p>Good integration of practical and written elements</p> <p style="text-align: right;">11–15</p>	<p>Competent realisation of intentions demonstrating a good use of visual language</p> <p>Good connections made between visual and other elements</p> <p>Work demonstrates a competent level of engagement and independence</p> <p style="text-align: right;">11–15</p>
<p>Satisfactory skill in recording observations and insights from a variety of sources, relevant to intentions</p> <p>Adequate ability to reflect critically on work and progress</p> <p>Satisfactory use of specialist language and appropriate technical vocabulary</p> <p style="text-align: right;">6–10</p>	<p>Adequate exploration and selection of relevant resources, media, materials, techniques and processes</p> <p>Satisfactory ability to review and refine ideas as work develops</p> <p>Satisfactory communication of ideas through visual and other forms</p> <p style="text-align: right;">6–10</p>	<p>Satisfactory development of ideas through focused investigations</p> <p>Adequate analytical and critical understanding demonstrated through some referencing of personal, contextual and other sources</p> <p>Adequate integration of practical and written elements</p> <p style="text-align: right;">6–10</p>	<p>Satisfactory realisation of intentions demonstrating an adequate use of visual language</p> <p>Adequate connections made between visual and other elements</p> <p>Work demonstrates an adequate level of engagement and independence</p> <p style="text-align: right;">6–10</p>

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

5 What else you need to know

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

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 an administrative zone. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone

You can view the timetable for your administrative zone at www.cambridgeinternational.org/timetables

You can enter candidates in the June and November exam series. If your school is in India, you can also enter your candidates in the March exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates cannot enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

Group awards: Cambridge AICE

Cambridge AICE (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 at www.cambridgeinternational.org/aice

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 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 one administrative zone determined by their location. Each zone has a specific timetable.

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

Early question papers

The pre-release material is made available to centres before the exam. It is also reproduced in the question paper.

Candidates must not bring any prepared material into the examination.

Teachers should check the *Cambridge Handbook* for the relevant year of assessment for information on when and where the pre-release materials will be available.

You may need access to the School Support Hub, our secure online site, which is at **www.cambridgeinternational.org/support**

This site is password protected. Please contact your School Support Hub coordinator for instructions on how to access the School Support Hub.

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**

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**

Candidates can carry forward the result of their Cambridge International AS Level assessment from one series to complete the Cambridge International A Level in a following series. The rules, time limits and regulations for carry-forward entries for staged assessment and carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at **www.cambridgeinternational.org/eoguide**

Candidates cannot resubmit, in whole or in part, coursework from a previous series for remarking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at **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*.

Coursework marks can be carried forward by making entries for either of the following options:

- AS Level only awarding:
the AS Level entry option, where the marks for Component 1 are carried forward and the candidate takes the exam(s) for Component 2.
- A Level awarding:
the A Level entry option, where the marks for Component 1 and 2 are carried forward and the candidate takes the exam(s) for Component 3

Candidate coursework marks can only be carried forward to complete the AS Level or the A Level. Where coursework marks are carried forward and other AS Level component/s in the option are retaken, the AS Level result cannot itself be carried forward or used later to complete the A Level as part of a staged route. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at www.cambridgeinternational.org/eoguide

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

Language

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

Accessibility and equality

Syllabus and assessment design

At Cambridge International, we work to avoid direct or indirect discrimination in our syllabuses and assessment materials. We aim to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics, which include special educational needs and disability, religion and belief, and characteristics related to gender and identity. We also aim to make our materials as accessible as possible by using accessible language and applying accessible design principles. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

Important:

Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school. This is explained in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide

- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* www.cambridgeinternational.org/eoguide
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.

After the exam

Grading and reporting

Grades 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 and certificates, Cambridge International AS & A Levels are shown as General Certificates of Education, GCE Advanced Subsidiary Level (GCE AS Level) and GCE Advanced Level (GCE A Level).

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 2026

The syllabus has been updated. This is version 1, published September 2023.

You must read the whole syllabus before planning your teaching programme. We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Changes to syllabus content	<ul style="list-style-type: none"> Marks achieved for Component 1: Coursework can now be carried over on their own to a future series, subject to the requirements outlined in the Cambridge Handbook.
Changes to assessment (including changes to specimen papers)	<ul style="list-style-type: none"> Candidates should have completed the work for Component 1: Coursework before they begin Component 2: Externally Set Assignment. The work for Component 2: Externally Set Assignment should avoid topic overlap, candidates should select a question that does not result in overlap with work already produced for Component 1: Coursework. The final outcome for Component 1: Coursework should be presented on one sheet of A2. The final outcome for Component 2: Externally Set Assignment should be presented on one sheet of A2. From 2025, you will need to submit scans or photographs of your candidates' work for each Component. Cambridge International will no longer accept any hardcopy work you send us.

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

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



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

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

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We 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.

Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 (0)1223 553554 email: info@cambridgeinternational.org www.cambridgeinternational.org

© Cambridge University Press & Assessment September 2023