

# A

For examination at AS Level in June and November 2019.  
Also available for examination at AS Level in March 2019 for India only.  
For examination at AS & A Level in June and November 2020 and 2021.  
Also available for examination at AS & A Level in March 2020 and 2021 for India only.



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## Why choose Cambridge?

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Cambridge Assessment International Education 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 international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

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.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10



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# 1 Why choose this syllabus?

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## Key benefits

The best motivation for a student is a real passion for the subject they're 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're 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:

- x a deep understanding of their subjects
- x higher-order thinking skills – analysis, critical thinking, problem-solving,
- x presenting ordered and coherent arguments
- x 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





## Supporting teachers

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

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## 2 Syllabus overview

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### Aims

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

The aims are to enable students to:



## 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:

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

### Graphic communication

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

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

### Three-dimensional design

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

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

### Textiles and fashion

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

- |                                      |                            |
|--------------------------------------|----------------------------|
| x fashion design and/or illustration | x costume design           |
| x constructed textiles               | x screen printing          |
| x batik                              | x digital-printed textiles |
| x 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 **and**
- a final outcome.

Externally assessed

50% of the AS Level

25% of the A Level

### Component 3

#### Personal Investigation

100 marks (weighted to 200 marks)

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

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

### 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

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)

## Assessment objectives

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## 3 Subject content

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

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

Candidates can work in the same 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:

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

## Area of study: Three-dimensional design

You should encourage candidates to develop their knowledge of and skills in a range of media, processes and

## 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:

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

### Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

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

### Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

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



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## 4 Details of the assessment

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### Component 1 Coursework

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

There are two parts to this component:

- x a portfolio **and**
- x 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:

- x recorded ideas and observations from first-hand studies, such as their own drawings and photography, and secondary imagery and sources
- x explored and experimented with different media, techniques and processes
- x carried out in-depth research into artists, designers and cultural influences to inform the development of ideas
- x 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 **five** sheets of A2. Candidates may use both sides of the paper. They may work in any size or appropriate media but **any** work that is fragile, three-dimensional or larger than A2 must be photographed. The photographs must be mounted on A2 and clearly labelled. This applies to both the portfolio and the final outcome.

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)



## 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 should check the **Cambridge Handbook** for the year candidates are taking the assessment for information on when the early question paper will be available and where to access the materials [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide). You may download the question paper and give it to candidates as soon as it is released.

There are two parts to this component:

- x supporting studies, created during the preparation period **and**
- x 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.

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

- x recorded ideas and observations from first-hand studies, such as their own drawings and photography, and secondary imagery and sources
- x explored and experimented with different media, techniques and processes
- x carried out in-depth research into artists, designers and cultural influences to inform the development of ideas
- x 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 use both sides of the paper. They may work in any size or appropriate media but **any** work that is fragile, three-dimensional or larger than A2 must be photographed. The photographs must be mounted on A2 and clearly labelled. This applies to both the supporting studies and the final outcome.

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**. The work for this component must not be sent with Component 1.





## Assessment criteria for Component 1 and Component 2

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

## Assessment criteria for Component 3

AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	25 marks
AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	25 marks
AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding	25 marks

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
Limited skill in recording observations and insights from a variety of sources, relevant to intentions	Limited exploration and selection of relevant resources, media, materials, techniques and processes	Basic development of ideas	Limited realisation of intentions demonstrating a basic use of visual language
Basic ability to reflect critically on work and progress	Basic ability to review and refine ideas as work develops	Limited analytical and critical understanding of personal, contextual and other sources	Basic connections made between visual and other elements
Limited use of specialist language and appropriate technical vocabulary	Basic communication of ideas through visual and other forms	Limited integration of practical and written elements	Work demonstrates a limited level of engagement and independence
1-5	1-5	1-5	1-5
No creditable work	No creditable work	No creditable work	No creditable work
0	0	0	0





## Making entries

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

### Exam administration

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

### Early question papers



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

### Cambridge International A Level

Assessment at Cambridge International A Level has two purposes.

x **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.

x **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.

x **To measure learning and achievement.**

The assessment:

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

x **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 2020. Find more information at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel)

## Changes to this syllabus for 2019, 2020 and 2021

The latest syllabus is version 2, published April 2019.

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### Other changes

We have updated the advice about the early question paper for Component 2.

Teachers should check the **Cambridge Handbook** for the year candidates are taking the assessment for information on when the early question paper will be available and where to access the materials.

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**Other revisions**

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

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

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