



Syllabus

Cambridge IGCSE™ (9–1)

Art & Design 0989

Use this syllabus for exams in 2026.
Exams are available in the June series.

This syllabus is **not** available in all administrative zones.
Please check the syllabus page at www.cambridgeinternational.org/0989 to see if this syllabus is available in your administrative zone.



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 learners 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 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 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/

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Important: Changes to this syllabus



For information about changes to this syllabus for 2026, go to page 26.

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 2020 are still suitable for use with this syllabus.

1 Why choose this syllabus?

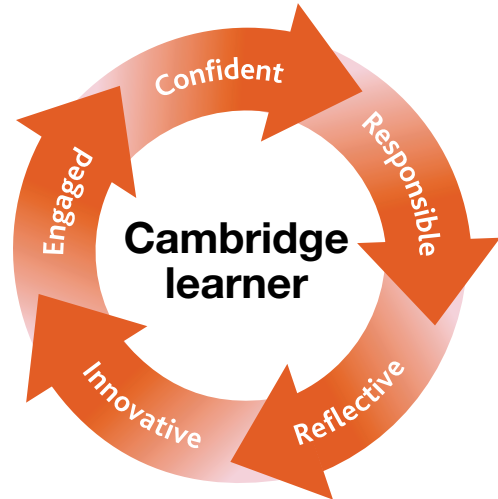
Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 5000 schools in 150 countries.

Our programmes promote a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Cambridge IGCSE (9–1) Art & Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully used.



The syllabus appeals to learners who wish to explore practical work through a range of two- and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes.

The syllabus helps equip learners with lifelong skills including:

- confidence and enthusiasm as they develop technical skills in two- and/or three-dimensional form and composition
- the ability to identify and solve problems in visual and tactile forms
- the ability to develop ideas from initial attempts to outcomes.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

School feedback: 'The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.'

Feedback from: Gary Tan, Head of Schools and CEO, Raffles Group of Schools, Indonesia

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. The combination of knowledge and skills in Cambridge IGCSE (9–1) Art & Design gives learners a solid foundation for further study. Candidates who achieve grades 9 to 4 are well prepared to follow a wide range of courses including Cambridge International AS & A Level Art & Design or Cambridge international AS & A Level Digital Media & Design.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Cambridge students can be confident that their qualifications will be understood and valued throughout their education and career, in their home country and internationally. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

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 IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Learn more at www.cambridgeinternational.org/recognition

School feedback: ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

Feedback from: Managing Director of British School of Egypt BSE

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 IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. 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 IGCSE			
Planning and preparation <ul style="list-style-type: none"> Syllabuses Schemes of work Specimen Question Papers and Mark Schemes 	Teaching and assessment <ul style="list-style-type: none"> Endorsed resources Online forums Support for coursework 	Learning and revision <ul style="list-style-type: none"> Example candidate responses Past papers and mark schemes 	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.

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

The aims are to enable students to develop:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and/or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.



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 IGCSE (9–1) Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response and schools can use their strengths in terms of staff expertise and interests.

The areas of study are:

- painting and related media
- graphic communication
- three-dimensional design
- textiles and fashion
- photography.

Candidates can respond to either component using any of the media listed in the areas of study above.

Assessment overview

All candidates take two components. Candidates will be eligible for grades 9 to 1.

All candidates take:	and:
<p>Component 1</p> <p>Coursework 50%</p> <p>100 marks</p> <p>Candidates research, develop and realise a project from one or more of the areas of study and should explore a theme.</p> <p>There are two parts to the coursework:</p> <ul style="list-style-type: none"> – a portfolio and – a final outcome. <p>Externally assessed</p>	<p>Component 2 8 hours</p> <p>Externally Set Assignment 50%</p> <p>100 marks</p> <p>Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same areas of study as Component 1, but they do not have to.</p> <p>There are two parts to the assignment:</p> <ul style="list-style-type: none"> – supporting studies and – a final outcome, produced during a supervised test of 8 hours' total duration. <p>Externally assessed</p>

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

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

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

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

Teachers should check the *Cambridge Handbook* and *Guidance Notes* for the relevant year of assessment for information on when and where the early question paper will be available.

Assessment objectives

The assessment objectives (AOs) are:

AO1 Record

Record ideas, observations and insights relevant to intentions as work progresses.

AO2 Explore

Explore and select appropriate resources, media, materials, techniques and processes.

AO3 Develop

Develop ideas through investigation, demonstrating critical understanding.

AO4 Present

Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language.

Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in IGCSE %
AO1 Record	25
AO2 Explore	25
AO3 Develop	25
AO4 Present	25
Total	100

Assessment objectives as a percentage of each component

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

3 Subject content

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, resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

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

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

Candidates can work in the same areas of study for both components, but they do not have to. You should encourage your candidates to experiment according to their interests and the available support and resources. Candidates must present separate submissions for each component. Candidates must not present the same work for both components.

The areas of study provide a framework of art and design practice and indicate an approach that encourages exploration. Learners may use a broad range of different media, materials and techniques including traditional and contemporary media and technologies, or a combination where appropriate, providing all assessment objectives are met. Candidates are encouraged to produce a variety of creative responses through exploration with a range of materials, processes and techniques.

Candidates are not expected to produce work from all the areas of study.

Skills and understanding common to all areas of study

Candidates who follow the Cambridge IGCSE (9–1) Art & Design syllabus are expected to develop the following skills as those outlined in each area of study.

Candidates must be able to:

- record their own experiences and observations from first-hand and secondary resources and personal research
- collect, record and respond to visual information using a range of techniques
- select, give context to and organise the information they collect in a coherent way
- effectively use a wide range of resources and use the information to develop their practice
- make personal investigations
- apply a range of skills to produce art and design work
- evaluate their own work, review and edit
- reflect, refine and adapt.

Painting and related media

Candidates should be encouraged to develop both their knowledge and skills in a broad range of media, processes and techniques. They should demonstrate a personal response through painting and related media; they should demonstrate working to a theme, starting point or brief and show the ability to consider artistic constraints and problems. Candidates should consider traditional, contemporary and emerging techniques and approaches.

Candidates should work in **one or more** of the following:

- painting
- drawing
- assemblage/collage
- printmaking
- mixed media.

Candidates will need to:

- carry out visual research, using direct observation (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways
- explore and experiment with a wide range of different media (including recycled materials), techniques and processes
- carry out in-depth research into artists, designers and cultural influences to inform the development of their ideas
- select, review and refine their work throughout the whole process to produce a personal and resolved response.

Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- the ability to use appropriate materials, including recycled material, and techniques to communicate their intention effectively
- an understanding of form, perspective and scale
- the ability to create images with consideration for space, balance and colour relationships
- effective use of a few appropriate skills such as tonal drawing, pen and ink, pastels, painting, printmaking, collage
- the ability to respond to a theme or given starting point.

Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- appropriate materials, processes, technologies and resources
- how painting and related media can be used to communicate ideas and observations
- the importance of social and cultural factors
- relevant painting and related media genres, styles and techniques used by artists, past and present
- the importance of intention, research, realisation and reflection to the artistic process.

Graphic communication

Candidates should be encouraged to develop both their knowledge and skills in a broad range of media, processes and techniques. They should demonstrate visual meaning through graphic communication, working to a theme, starting point or brief and considering design constraints and problems. Candidates should consider traditional, contemporary and emerging techniques and approaches.

Candidates should work in **one or more** of the following:

- illustration
- printmaking
- packaging design
- advertising
- typography.

Candidates will need to:

- carry out visual research, using direct observation (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways
- explore and experiment with a wide range of different media, techniques and processes such as print media, collage, pencils, inks and paper construction
- show an awareness of current and historical design processes and concepts
- explore the relationship between image and text, the use of colour composition, problem-solving and communication to develop ideas
- select, review and refine their work throughout the whole process to produce a personal and resolved response.

Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- the ability to use appropriate materials, including recycled, and techniques to communicate their intention effectively
- an understanding of perspective, scale and colour
- the ability to create designs with consideration for space, balance and colour relationships
- effective use of a few appropriate skills such as drawing, photography, photo editing, printmaking, typography and lettering, product design and package construction
- the ability to respond to a theme, starting point or design brief
- an awareness of the intended audience.

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 ideas and observations
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- relevant graphic communication styles and techniques used by designers, past and present
- the importance of intention, research, realisation and reflection to the graphic design process.

Three-dimensional design

Candidates should be encouraged to develop both their knowledge and skills in a broad range of media, processes and techniques. They should demonstrate their understanding of development of designs for a three-dimensional outcome, working to a theme or brief and considering design constraints and problems. Candidates should consider traditional, contemporary and emerging techniques and approaches.

Candidates should work in **one or more** of the following:

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

Candidates will need to:

- carry out visual research, using direct observation (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways to show clear evidence of the development of their ideas
- explore and experiment with a wide range of different media, techniques and processes such as clay, plaster, cardboard, metal, string and tape and recycled material to develop maquettes for further development
- carry out in-depth research into images and resources related to three-dimensional design, which reference a range of cultural, social and local contexts
- explore form, function and surface using models, samples, materials exploration and technical notes to develop their ideas
- select, review and refine their work throughout the whole process to plan and produce a personal and resolved response.

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, structure and scale
- the ability to create designs with consideration of texture, shape, colour and movement
- effective use of a few appropriate specialist working processes and equipment such as kilns, CAD, laser cutters and hand tools
- the ability to respond to a theme or given starting point or brief
- consideration of the intended audience for the work.

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 ideas
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- relevant genres, styles and techniques used by artists and designers, past and present
- the importance of intention, research, realisation and reflection to the three-dimensional design process.

Textiles and fashion

Candidates should be encouraged to develop both their knowledge and skills in a broad range of media, processes and techniques. They should demonstrate understanding of the development of designs for a textiles or fashion outcome, working to a theme, starting point or brief and considering design constraints and problems. Candidates should consider traditional, contemporary and emerging techniques and approaches.

Candidates should work in **one or more** of the following:

- fashion design and/or illustration
- costume design
- screen printing
- batik
- surface pattern.

Candidates will need to:

- carry out visual research, using direct observation (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways to show clear evidence of the development of their ideas
- explore and experiment with a wide range of different media, techniques and processes such as pencil, paint, inks, marker pens, pastels, fabric swatches, recycled materials, samples, mock-ups and toiles, fabric dyeing, printing and hand- and machine-embroidery
- develop an understanding of material, trends, manufacturing, local crafts and cultural factors relating to textiles and fashion, different types of fabric, manipulation and surface treatments
- select, review and refine their work throughout the process to produce a personal and resolved response, which may include fashion illustrations, hand-made costumes or contemporary textile designs.

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, function and colour relationships within the design process
- the ability to create designs with consideration of texture, pattern and shape
- effective use of a few appropriate specialist working processes and equipment such as fabric construction, dyeing and printing; screen and mono printing; batik; embroidery and machine stitching
- the ability to respond to a theme, starting point or brief
- consideration of the intended audience for the work.

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 ideas
- the importance of social and cultural factors in the making, exhibiting and viewing of work
- relevant textile and fashion genres, styles and techniques used by designers, past and present
- the importance of intention, research, realisation and reflection to the textile and fashion design process.

Photography

Candidates should be encouraged to develop both their knowledge of skills and processes relevant to photography. Candidates should understand formal elements, animation, film or game design such as using narrative and visual language to create meaning, and using composition and planning layouts. Drawing skills for animation could include character development, background and storyboards. Candidates should be able to use appropriate specialist technical language and support their creative work with technical notes and records.

Candidates should work in **one or more** of the following:

- traditional film photography
- digital photography
- camera-less photography
- animation: hand-drawn or computer-aided or a combination
- photomontage or photocollage.

Candidates will need to:

- carry out visual research, using direct observation (first-hand) and secondary sources, record observations, experiences and ideas in appropriate ways to show clear evidence of the development of their ideas
- explore and experiment with techniques relevant to photography such as depth of field, lighting and exposure, aperture/shutter speed, angle and view-point/composition, framing and editing
- explore and experiment with different photographic media and processes such as abstracting, documenting, developing and printing of films, pin-hole camera, photograms, multiple exposure, photosensitive surfaces and alternative print processes, image scanning and manipulation and digital manipulation
- for animation, film and game design, explore relevant media and processes such as hand-drawn, stop motion or digital animation
- select, review and refine their work throughout the process to produce a personal response.

Skills and techniques

Candidates will need to demonstrate the following skills and techniques:

- storyboarding and image-making through photography, model-making, drawing and/or illustration
- an understanding of the conventions of photography and genres such as portrait, landscape and documentary
- the ability to respond to a theme or brief
- consideration of the intended audience for the work.

Knowledge and understanding

Candidates will need to demonstrate knowledge and understanding of:

- different types and genres of photography and/or animation
- appropriate materials, processes, technologies and resources
- the importance of intention, research, realisation and reflection to the relevant processes
- a range of relevant artists, photographers or animators.

4 Details of the assessment

All candidates take both components.

Component 1 – Coursework

Externally assessed, 100 marks

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 can choose to work in any of the areas of study and should explore a theme, producing a portfolio of work that leads to a resolved final outcome. The theme may be set by the teacher or candidates may choose their own theme in consultation with their teacher.

First-hand studies from primary sources such as visits to local galleries, tourist attractions or areas of interest, or contact with visiting speakers, local artists, designers or craftspeople should be included during the course where possible.

Portfolio

The portfolio may be presented in a number of ways depending on the approach, for example:

- practical work with little annotation but including relevant sketches, photographs and prints
- practical work with some written analysis and annotation
- illustrated written analysis including practical work and photographs.

Candidates may, but do not have to, support their practical work with written analysis and research notes.

Candidates should carefully select work for their portfolio that shows they have:

- recorded ideas and observations from first-hand studies, such as their own drawings and photography, as well as secondary imagery and sources
- developed ideas and explored and experimented with different media, techniques and processes
- made reference to contextual sources where appropriate, e.g. artists, key art movements, historical events or local or national art, craft and design
- selected, reviewed and refined their ideas as work progresses to plan and produce a personal and coherent final outcome.

The portfolio should contain work which shows the research, exploration, development and evaluation relevant to the final outcome.

The portfolio can be up to **four** 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 International.

Final outcome

The final outcome should be a resolved piece of work that demonstrates breadth and depth of exploration and inquiry and it must be the candidate's individual response.

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. Work for this component must not be submitted with Component 2.

Component 2 – Externally Set Assignment

Externally assessed, 8 hours, 100 marks

This is an externally set assignment which is marked by Cambridge International. There is a question paper for this component. You may download the question paper from Cambridge International and give it to candidates as soon as it is released. Refer to the *Cambridge Handbook* 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 8 hours' total duration.

Candidates can choose to work in any of the areas of study and should explore one starting point set by Cambridge International. Candidates produce their supporting studies during the preparation period, after receipt of the paper and before the supervised test.

Candidates explore and develop supporting studies in response to the starting point, producing work leading to a final outcome that is produced during the supervised test.

Candidates may, but do not have to, explore the same area of study for Component 1. The work produced for this component must relate to the questions on the question paper. Candidates should avoid choosing a question from the question paper that is the same/similar to the theme they have already covered in Component 1: Coursework, in order to avoid overlap.

The supporting studies must be taken into the supervised test in order to inform the final outcome. They should show how the candidates have worked through artistic processes towards the assessment objectives. The final outcome should show the results of this process.

Candidates should select supporting studies that show how they have:

- recorded ideas and observations from first-hand studies, such as their own drawings and photography, and secondary imagery from books, magazines and the internet
- explored and experimented with different media, techniques and processes
- carried out relevant research into artists, designers and cultural influences related to their ideas
- selected, reviewed and refined their ideas as work progresses to plan and produce a personal and coherent final outcome.

The supporting studies can be up to **two** 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 International.

Final outcome

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 International.

Component 2 is marked against the assessment criteria at the end of this section. Cambridge International will assess both the supporting studies and the final outcome together and award a **single mark** out of 100. Work for this component must not be submitted with Component 1.

Administration

The samples database

The samples database refers you to key information about administering coursework. Use the database to find out:

- when and how to submit your candidates' work
- which forms to complete.

The samples database at www.cambridgeinternational.org/samples will ask you for:

- your country/territory
- the syllabus code (i.e., 0989).

The database will then take you to the information you need, including labels, dates and methods of submission of candidates' work, as well as any forms you may need to complete.

Avoidance of plagiarism

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

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

Supervision of Coursework

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

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

Teachers can support candidates by reviewing their work before it is handed in for final assessment. Teachers can do this orally or through written feedback. Teachers should not correct or edit draft coursework. Advice should be kept at a general level so that the candidate leads the discussion and makes the suggestions for any amendments. Teachers must not give detailed advice to individual candidates or groups of candidates on how their work can be improved to meet the assessment criteria.

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

Authentication

You will be requested to declare the authenticity of the work at the point of submitting the work for Component 1. The candidate must sign a statement confirming that they are submitting their own work. You countersign it to confirm that you believe the work is theirs.

Centres should use the cover sheet on the samples database for this purpose, for each candidate and include with their portfolio and final outcome. Download the cover sheet from the samples database and follow the instructions on the form itself to complete it.

Assessment criteria for Component 1 and Component 2

AO1: Record ideas, observations and insights relevant to intentions as work progresses	AO2: Explore and select appropriate resources, media, materials, techniques and processes	AO3: Develop ideas through investigation, demonstrating critical understanding	AO4: Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language
25 marks	25 marks	25 marks	25 marks
Excellent skill in recording observations from a variety of relevant sources, showing intentions effectively .	Excellent exploration of media, materials, techniques and processes, showing effective selection of relevant resources.	Excellent development of ideas through investigation, demonstrating effective critical understanding.	Excellent realisation of intentions, demonstrating effective understanding of visual language.
21–25	21–25	21–25	21–25
Confident skill in recording observations from a variety of relevant sources, consistently showing intentions.	Confident exploration of media, materials, techniques and processes, consistently selecting relevant resources.	Confident development of ideas through investigation, consistently demonstrating critical understanding.	Confident realisation of intentions, consistently demonstrating understanding of visual language.
16–20	16–20	16–20	16–20
Competent skill in recording observations from a variety of relevant sources, showing clear intentions.	Competent exploration of media, materials, techniques and processes, showing clear selection of relevant resources.	Competent development of ideas through investigation, demonstrating clear critical understanding.	Competent realisation of intentions, demonstrating clear understanding of visual language.
11–15	11–15	11–15	11–15
Satisfactory skill in recording observations from several relevant sources, showing some intentions.	Satisfactory exploration of media, materials, techniques and processes, showing some selection of relevant resources.	Satisfactory development of ideas through investigation, demonstrating some understanding.	Satisfactory realisation of intentions, demonstrating some understanding of visual language.
6–10	6–10	6–10	6–10
Limited skill in recording observations from one or more sources, showing basic intentions.	Limited exploration of media, materials, techniques and processes, showing basic selection of resources.	Limited development of ideas through basic investigation.	Limited realisation of intentions, demonstrating a basic understanding of visual language.
1–5	1–5	1–5	1–5
No creditable response.	No creditable response.	No creditable response.	No creditable response.
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 studied a broad curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

We do not expect learners starting this course to have previously studied Art & Design.

Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at www.cambridgeinternational.org/adminzone. This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at www.cambridgeinternational.org/0989

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

You can enter candidates in the June 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:

- Cambridge IGCSE Art & Design (0400)
- Cambridge O Level Art & Design (6090)
- syllabuses with the same title at the same level.

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

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

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

Support for exams officers

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

Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at www.cambridgeinternational.org/retakes

Candidates cannot resubmit, in whole or in part, coursework from a previous series for remarking.

Marks achieved in Component 1: Coursework, can be carried forward to future series, subject to the requirements set out in the *Cambridge Handbook* 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. Regulations for carrying forward component marks can be found in the *Cambridge Handbook* for the relevant year of assessment at www.cambridgeinternational.org/eoguide

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 9, 8, 7, 6, 5, 4, 3, 2 or 1 indicate the standard a candidate achieved at Cambridge IGCSE (9–1).

9 is the highest and 1 is the lowest. ‘Ungraded’ means that the candidate’s performance did not meet the standard required for grade 1. ‘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.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

How students and teachers can use the grades

Assessment at Cambridge IGCSE 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.

Changes to this syllabus for 2026

The syllabus has been updated. This is version 1, published September 2026.

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 Component 1 and 2. Cambridge International will no longer accept any hardcopy work you send us.
Changes to availability	<ul style="list-style-type: none"> This syllabus is available in the June series only.

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 2020 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.

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