



**CAMBRIDGE**  
International Education

# Syllabus

## Cambridge O Level Art & Design 6005 for centres in Mauritius

Use this syllabus for exams in 2028.

Exams are available in the November series.



### Version I

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

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## Why choose Cambridge?

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

### Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

### Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

### Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

### Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

### Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

### Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

### Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

### School feedback: 'We think the Cambridge curriculum is superb preparation for university.'

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

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## Important: Changes to this syllabus



The latest syllabus is version 1, published September 2025. 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 O Level is typically for 14 to 16 year olds and is an internationally recognised qualification. It has been designed especially for an international market and is sensitive to the needs of different countries. Cambridge O Level is designed for learners whose first language may not be English, and this is acknowledged throughout the examination process.

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.

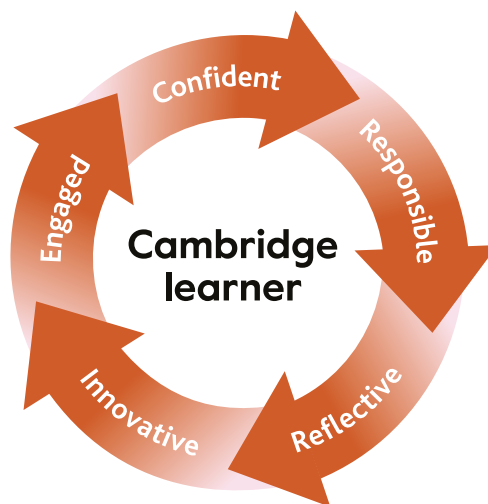
**Cambridge O Level Art & Design** encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus 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:** ‘Cambridge O Level has helped me develop thinking and analytical skills which will go a long way in helping me with advanced studies.’

**Feedback from:** Kamal Khan Virk, former student at Beaconhouse Garden Town Secondary School, Pakistan, who went on to study Actuarial Science at the London School of Economics

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. Cambridge O Level provides a springboard to the Cambridge Advanced stage, as well as other post-16 routes. The combination of knowledge and skills in Cambridge O Level Art & Design gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Art & Design.

Many universities require a combination of Cambridge International AS & A Levels and Cambridge O Levels or equivalent to meet their entry requirements.

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

## Supporting teachers

### Support materials

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at **[www.cambridgeinternational.org/support](https://www.cambridgeinternational.org/support)**, our secure online site for Cambridge teachers (username and password required). If you do not have access, speak to the School Support coordinator at your school.

This O Level syllabus shares content with other Art & Design syllabuses. Go to **[www.cambridgeinternational.org/support](https://www.cambridgeinternational.org/support)** (username and password required) for IGCSE™/O Level Art & Design. If you do not have access, speak to the School Support coordinator at your school.

### Endorsed resources

We work with a range of publishers to provide a choice of high-quality resources to help teachers plan and deliver Cambridge programmes and qualifications. All Cambridge endorsed resources have been through a detailed quality assurance process to make sure they closely reflect the syllabus and provide a high level of support for teachers and learners. Textbooks endorsed to support IGCSE Art & Design are suitable for use with this syllabus.

### Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications.

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## 2 Syllabus overview

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### Aims

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

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

Students following a course based on this syllabus will 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.



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

## Content overview

Cambridge O Level 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.



This O Level syllabus shares content with other art & design syllabuses. For further support see the School Support Hub for IGCSE Art & Design (0400). Textbooks endorsed to support IGCSE Art & Design are suitable for use with this syllabus.

## Assessment overview

All candidates take two components. Candidates will be eligible for grades A\* to E.

| All candidates take:                                                                                                  |     | and:                                                                                                                                                                       |         |
|-----------------------------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Component 1</b>                                                                                                    |     | <b>Component 2</b>                                                                                                                                                         | 8 hours |
| Coursework                                                                                                            | 50% | Externally Set Assignment                                                                                                                                                  | 50%     |
| 100 marks                                                                                                             |     | 100 marks                                                                                                                                                                  |         |
| Candidates research, develop and realise a project from one or more of the areas of study and should explore a theme. |     | 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. |         |
| There are <b>two</b> parts to the coursework:                                                                         |     | There are two parts to the assignment:                                                                                                                                     |         |
| – a portfolio <b>and</b>                                                                                              |     | – supporting studies <b>and</b>                                                                                                                                            |         |
| – a final outcome.                                                                                                    |     | – a final outcome, produced during a supervised test of 8 hours' total duration.                                                                                           |         |
| Externally assessed                                                                                                   |     | Externally assessed                                                                                                                                                        |         |

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

Check the *Guidance Notes* and timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Component 2.

Check the *Guidance Notes* and samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Component 1.

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

Teachers should check the Mauritius Examinations Syndicate (MES) website 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 O Level % |
|----------------------|------------------------|
| 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         |

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## 3 Subject content

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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 resources and examples and topics 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 O Level 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.

**Faculty feedback:** ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

**Feedback from:** Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

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## 4 Details of the assessment

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All candidates take both components.

### Component 1 – Coursework

Externally assessed, 100 marks

This is an internally set assignment which is marked by the Mauritius Examinations Syndicate (MES). 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 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.

## 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 for submission to the MES.

Component 1 is marked against the assessment criteria at the end of this section. The MES 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 the MES. There is a question paper for this component. Teachers should check the Mauritius Examinations Syndicate (MES) website for information on when and where the early question paper will be available. 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 use both sides of the paper. They may work in any size or appropriate media. **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.

## 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 for submission to the MES.

Component 2 is marked against the assessment criteria at the end of this section. The MES 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](http://www.cambridgeinternational.org/samples)** will ask you for:

- your country/territory
- the syllabus code (i.e., 6005).

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](http://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](http://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                                                                                                                    |
| <b>Excellent</b> skill in recording observations from a variety of relevant sources, showing intentions <b>effectively</b> . | <b>Excellent</b> exploration of media, materials, techniques and processes, showing <b>effective</b> selection of relevant resources. | <b>Excellent</b> development of ideas through investigation, demonstrating <b>effective</b> critical understanding.    | <b>Excellent</b> realisation of intentions, demonstrating <b>effective</b> understanding of visual language.                |
| 21–25                                                                                                                        | 21–25                                                                                                                                 | 21–25                                                                                                                  | 21–25                                                                                                                       |
| <b>Confident</b> skill in recording observations from a variety of relevant sources, <b>consistently</b> showing intentions. | <b>Confident</b> exploration of media, materials, techniques and processes, <b>consistently</b> selecting relevant resources.         | <b>Confident</b> development of ideas through investigation, <b>consistently</b> demonstrating critical understanding. | <b>Confident</b> realisation of intentions, <b>consistently</b> demonstrating understanding of visual language.             |
| 16–20                                                                                                                        | 16–20                                                                                                                                 | 16–20                                                                                                                  | 16–20                                                                                                                       |
| <b>Competent</b> skill in recording observations from a variety of relevant sources, showing <b>clear</b> intentions.        | <b>Competent</b> exploration of media, materials, techniques and processes, showing <b>clear</b> selection of relevant resources.     | <b>Competent</b> development of ideas through investigation, demonstrating <b>clear</b> critical understanding.        | <b>Competent</b> realisation of intentions, demonstrating <b>clear</b> understanding of visual language.                    |
| 11–15                                                                                                                        | 11–15                                                                                                                                 | 11–15                                                                                                                  | 11–15                                                                                                                       |
| <b>Satisfactory</b> skill in recording observations from several relevant sources, showing <b>some</b> intentions.           | <b>Satisfactory</b> exploration of media, materials, techniques and processes, showing <b>some</b> selection of relevant resources.   | <b>Satisfactory</b> development of ideas through investigation, demonstrating <b>some</b> understanding.               | <b>Satisfactory</b> realisation of intentions, demonstrating <b>some</b> understanding of visual language.                  |
| 6–10                                                                                                                         | 6–10                                                                                                                                  | 6–10                                                                                                                   | 6–10                                                                                                                        |
| <b>Limited</b> skill in recording observations from one or more sources, showing <b>basic</b> intentions.                    | <b>Limited</b> exploration of media, materials, techniques and processes, showing <b>basic</b> selection of resources.                | <b>Limited</b> development of ideas through <b>basic</b> investigation.                                                | <b>Limited</b> realisation of intentions, demonstrating a <b>basic</b> 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                                                                                                                           |

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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support.

### 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 O Level 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

You can enter candidates in the November 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 IGCSE (9–1) Art & Design (0989)
- Cambridge O Level Art & Design (6089)
- Cambridge O Level Art & Design (6090)
- syllabuses with the same title at the same level.

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

## Making entries

### 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. Please refer to the *Cambridge Guide to Making Entries* for the relevant series for the correct entry option code.

### Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to.

Learn more about retake entries, including definitions and information on entry deadlines, at **[www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)**

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](http://www.cambridgeinternational.org/eoguide)**

Marks achieved in Component 1: Coursework can be carried forward to future series, subject to the requirements set out in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at **[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)**

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](http://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 we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

## Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment. This is explained in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Applying for access arrangements

- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. Check the *Cambridge Handbook*, the assessment objectives listed in the syllabus document and, where applicable, any access arrangement restrictions listed in the syllabus document.
- Contact us at the start of the course to find out if we can approve an access arrangement that is not listed in the *Cambridge Handbook*.
- All applications should be made by the deadlines published in the *Cambridge Handbook*.

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge O Level.

A\* is the highest and E is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade 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.

On the statement of results, Cambridge O Level is shown as GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL.

On certificates, Cambridge O Level is shown as General Certificate of Education.

## How students and teachers can use the grades

Assessment at Cambridge O 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 or likely to be successful in a particular course or career.  
The outcomes help students choose the most suitable course or career.

## Changes to this syllabus for 2028

The syllabus has been updated. This is version 1, published September 2025.

**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.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the for examination from 2020 are still suitable for use with this syllabus.



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

### Quality management

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



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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