



**Cambridge Assessment  
International Education**

Syllabus

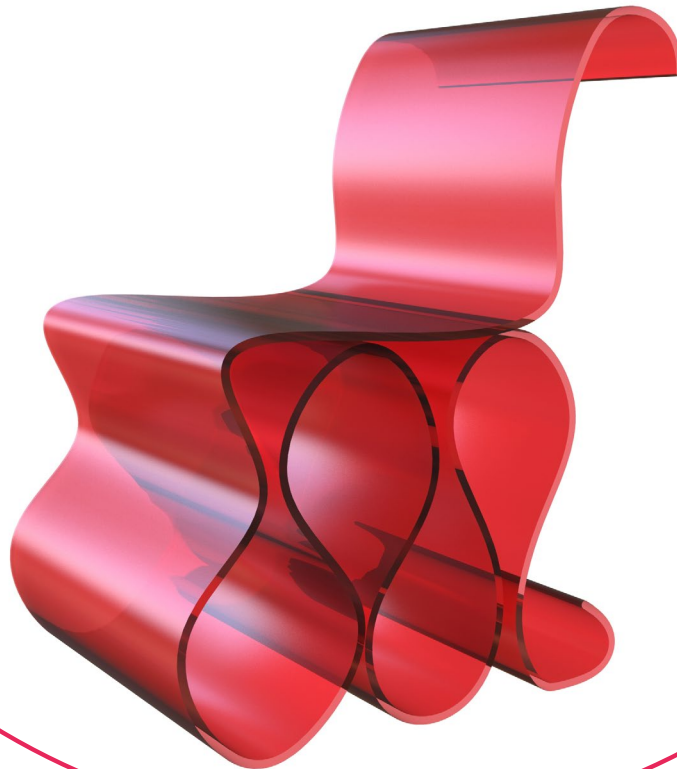
**Cambridge International**

**AS & A Level**

**Design & Technology 9705**

Use this syllabus for exams in 2024.

Exams are available in the June and November series.



Version 1

Please check the syllabus page at [www.cambridgeinternational.org/alevel](http://www.cambridgeinternational.org/alevel) to see if this syllabus is available in your administrative zone.

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

**Cambridge  
Pathway** 

## Changes to the syllabus for 2024

The syllabus has been updated. The latest syllabus is version 1, published March 2022.

The coursework wording in section 4 has been updated for greater clarity and accessibility and to be consistent with other Cambridge International syllabuses.

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

A new section with guidance on Authenticity and supervision of coursework has been added in section 4.

Guidance on carry forward for the coursework components has been added under a new section on Retakes and carry forward in section 5.

We have confirmed that coursework cannot be resubmitted from a previous series for re-marking but marks can be carried forward.

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

**You are strongly advised to read the whole syllabus before planning your teaching programme.**

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## Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. Cambridge Assessment International Education is part of Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department 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, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

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

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

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

Every year, nearly a million Cambridge students from 10 000 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

“ **School feedback:** Cambridge students develop a deep understanding of subjects and independent thinking skills. ”

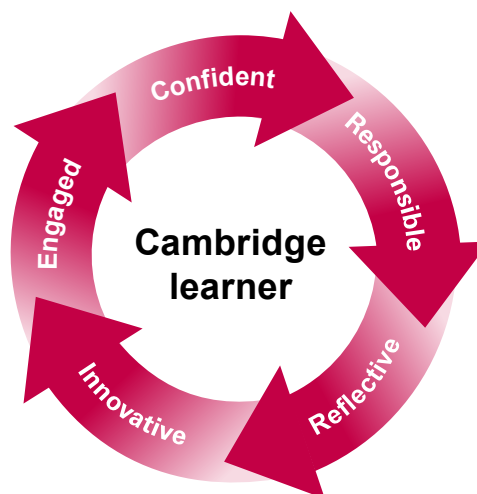
**Feedback from:** Principal, Rockledge High School, USA

## Why choose Cambridge International AS & A Levels?

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

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

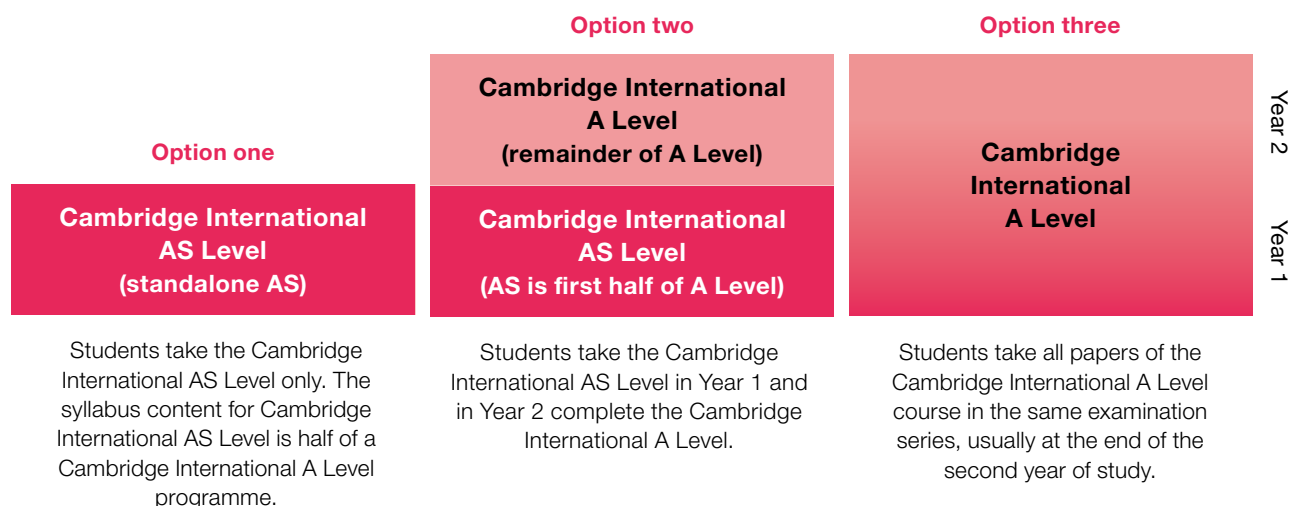
- a deep understanding of their subjects
- higher order thinking skills – analysis, critical thinking, problem solving
- presenting ordered and coherent arguments
- independent learning and research.



Our approach in Cambridge International AS & A Level encourages learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Cambridge International AS & A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level:



## International recognition and acceptance

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

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

### Learn more

For more details go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Quality management

Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)



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.

“ **School feedback:** The depth of knowledge displayed by the best A Level students makes them prime targets for America’s Ivy League universities. ”

**Feedback from:** Yale University, USA

## Why choose Cambridge International AS & A Level Design & Technology?

### About the syllabus

This syllabus encourages candidates to be innovative and creative and to develop their ability to design high-quality products. Through their studies, candidates will:

- develop an awareness of the significance of design and technology to society
- learn more about production processes and industrial practices
- develop critical evaluation skills which they can employ in a variety of technical, aesthetic, economic, environmental, social and cultural contexts.

As a result, candidates will also become discerning consumers of design and technology, able to make informed choices.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

### Prior learning

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE™ course in Design & Technology or the equivalent.

### Progression

Cambridge International A Level Design & Technology provides a suitable foundation for the study of Design & Technology or related courses in higher education. Equally, it is suitable for candidates intending to pursue careers or further study in Design & Technology, or as part of a course of general education.

Cambridge International AS Level Design & Technology is the first half of Cambridge International A Level Design & Technology. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in Design & Technology or some other subjects.

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

#### How can I find out more?

##### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org)

##### If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at [www.cambridgeinternational.org/join](http://www.cambridgeinternational.org/join)

Email us at [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) to find out how your organisation can register to become a Cambridge school.

## Cambridge AICE

Cambridge AICE (Advanced International Certificate of Education) Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

### Learn more

For more details go to [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

“**School feedback:** Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university.”

**Feedback from:** Assistant Vice President for Enrollment Management, Florida State University, USA

“**School feedback:** Cambridge International AS & A Levels prepare students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of a subject. It's a wonderful preparation for what they are going to face at university.”

**Feedback from:** US Higher Education Advisory Council



## Supporting teachers

We provide a wide range of resources, detailed guidance and innovative training and professional development so that you can give your students the best possible preparation for Cambridge International AS & A Level. 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](http://www.cambridgeinternational.org/support)

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

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

**Find out more at** [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

**Find out more at** [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.  
Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

# 1 Assessment at a glance

Cambridge International AS Level candidates take only Components 1 and 2.

Cambridge International A Level candidates have two choices. Candidates who want to take the whole of the Cambridge International A Level qualification at the end of a course of study take all four components together. Candidates who want to take the Cambridge International A Level qualification in two stages take the Cambridge International AS Level first. If they pass Cambridge International AS Level, they then only need to take Components 3 and 4 in order to complete the Cambridge International A Level.

## Cambridge International AS Level

<b>Component 1</b>	<b>3 hours</b>	<b>Component 2</b>	<b>40–50 hours</b>
This is a written paper which tests knowledge, understanding, product analysis and design.  There are three sections; in each section candidates answer one question from a choice of three.		This is a coursework project which involves an individual design problem and production of a design model.	
Weighted at 60% of total marks		Weighted at 40% of total marks	

## Cambridge International A Level

<b>Component 1</b>	<b>3 hours</b>	<b>Component 2</b>	<b>40–50 hours</b>
Component 1 for Cambridge International A Level is the same as Component 1 for Cambridge International AS Level.		Component 2 for Cambridge International A Level is the same as Component 2 for Cambridge International AS Level.	
Weighted at 30% of total marks		Weighted at 20% of total marks	
<b>Component 3</b>	<b>3 hours</b>	<b>Component 4</b>	<b>40–50 hours</b>
This is a written paper which tests design, knowledge and understanding in three focus areas; candidates specialise in one of these areas.  There are two sections in this paper. In Section A candidates answer two structured knowledge application questions from a choice of three on their chosen focus area. In Section B candidates answer the one design question on their chosen focus area.		This is a coursework project, and it can either be developed from the Component 2 project or be a completely new project covering Components 2 and 4 in an holistic way.	
Weighted at 30% of total marks		Weighted at 20% of total marks	

## Availability

This syllabus is examined in the June and November examination series.

This syllabus is **not** available to private candidates.

Detailed timetables are available from [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

This syllabus is **not** available in all administrative zones. To find out about availability check the syllabus page at [www.cambridgeinternational.org/9705](http://www.cambridgeinternational.org/9705)

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

- syllabuses with the same title at the same level.

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## 2 Syllabus aims and assessment objectives

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### 2.1 Syllabus aims

The aims of the Cambridge International AS & A Level Design & Technology syllabus are to enable candidates to develop:

- the ability to be innovative and creative in design and technology and to recognise constraints and produce high-quality products
- an awareness of the significance of design and technology to society
- the ability to apply essential knowledge, understanding and skills of design production processes to a range of technological activities and develop an understanding of industrial practices
- the ability to use information and communications technology (ICT), as appropriate, to enhance their design and technological capability
- critical evaluation skills in technical, aesthetic, economic, environmental, social and cultural contexts
- the ability to make informed choices as a discerning consumer
- positive attitudes of cooperation and citizenship and the ability to work collaboratively.

### 2.2 Assessment

Candidates study compulsory core syllabus content at Cambridge International AS Level (tested in Component 1). At AS & A Levels they also have the opportunity to investigate and develop specialist areas of interest through the coursework projects (Components 2 and 4). The project is a significant part of the teaching and assessment requirements of this syllabus; it is important that candidates have the opportunity to access facilities whereby the realisation of products can be achieved. Cambridge International A Level candidates choose one of the three following focus areas from Part 2 of the syllabus to study (tested in Component 3):

- Product design
- Practical technology
- Graphic products.

#### Component 1

This question paper tests the compulsory core content of the syllabus (Part 1). There are three sections, which assess knowledge, understanding, product analysis and design. In each section candidates answer one question from a choice of three. Section A contains structured core knowledge application questions; Section B contains product analysis questions; Section C contains structured design questions.

#### Component 2

This school-based assessment is a coursework project, and it allows candidates to investigate and develop specialist areas of interest. Candidates identify a design problem and then produce a design model. The purpose of the model is to establish the validity of the initial design thinking and synthesis of ideas and their suitability for further development.

Depending on the nature of the project, it is likely that the model will either focus on one or more detailed aspects of design ideas and proposals or represent an overall design idea through a scale model.

The model must consist of a made product formed from one or a combination of kit, resistant or semi-resistant materials.

Computer modelling is not suitable for this section of the project and the outcome is likely to be 3D in nature, although 2D models may be appropriate for certain graphic products. Candidates may use materials outside those specified in the curriculum content (e.g. textiles) but it must be possible to assess the outcome using the coursework assessment criteria in the syllabus. Assessors cannot make any allowance for the use of other materials and candidates will still need to prepare for and respond to the written paper(s) based on the specified curriculum content.

The project is internally marked and externally moderated. There is more information on marking and moderation in section 4 of the syllabus.

### Component 3

This question paper tests the focus areas in Part 2 of the syllabus. Candidates choose one of the three focus areas. There are two sections which test design, knowledge and understanding in each of the three focus areas. Section A contains nine structured knowledge application questions covering the three focus areas. Candidates must answer two questions from one focus area. Section B consists of three design questions, covering the three focus areas; candidates must answer one.

### Component 4

This school-based assessment is another coursework project. It can be either the natural development of the Component 2 project or a completely new project covering Components 2 and 4 holistically. The outcome of this component will be a product made in the most appropriate materials available. It may be a complete final product, a prototype or camera-ready copy, depending on the nature of the project. However, it must be possible to test and evaluate the product in a meaningful way.

The project is internally marked and externally moderated. There is more information on marking and moderation in section 4 of the syllabus.

Because each centre needs to provide a sample of the coursework projects to Cambridge International for moderation purposes, the design folio should be in paper format no larger than A3 size. Each folio should include sufficient photographs showing an overall view and detailed evidence of the level of achievement reached on the model and/or final product. Centres must not send 3D products to Cambridge International for moderation purposes.

Although one of the syllabus aims is to encourage the use of information and communications technology (ICT), this is not a requirement. Candidates who do not use ICT will not lose marks.

## 2.3 Assessment objectives

There are three assessment objectives in Cambridge International AS & A Level Design & Technology:

### A Knowledge and understanding

Candidates should be able to demonstrate knowledge and understanding in relation to:

- a range of materials and components used for the production of artefacts
- a range of tools, equipment and associated processes used in design and technological activity
- the impact of design and technology on society
- communication using a range of graphical techniques including conventions and specialist vocabulary.

### B Design analysis, generation of ideas and synthesis

Candidates should be able to:

- prepare a design brief relating to a situation or need
- search out, select and order information relevant to a design problem
- analyse situations of need and produce a specification of requirements, taking account of human, aesthetic, technical and environmental factors
- generate and explore a range of conceptual ideas
- appraise ideas leading to the selection and modelling of a design proposal
- refine and develop in detail a design proposal suitable for implementation, recognising constraints of time, cost and accessible resources.

### C Practical implementation

Candidates should be able to:

- plan and organise the procedure to implement a design proposal
- undertake safely and efficiently the practical work to implement a design
- demonstrate refined making skills and the capacity to attend to fine detail
- test and evaluate the product leading to proposals for improvement.

## 2.4 Relationship between assessment objectives and components

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

Assessment objective	Component 1	Component 2	Component 3	Component 4	Overall
Knowledge and understanding	15%	0	15%	0	<b>30%</b>
Design analysis, generation of ideas and synthesis	15%	13%	15%	5%	<b>48%</b>
Practical implementation	0	7%	0	15%	<b>22%</b>
Total	30%	20%	30%	20%	<b>100%</b>

The weighting of the assessment objectives indicates their relative importance. It does not indicate exactly how many marks assessors can give for each assessment objective in each component.

## 3 Syllabus 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 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.

### 3.1 Part 1 – Core content

All candidates study this compulsory part of the syllabus.

Core content	
	<i>All candidates should be able to:</i>
<b>Situation</b>	<ul style="list-style-type: none"> <li>recognise problems which a designer can potentially solve through practical design activity</li> <li>prepare a design brief that accurately describes the need(s)</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>locate, gather and order information and data relevant to the solution</li> </ul>
<b>Specification</b>	<ul style="list-style-type: none"> <li>form analysis of the situation</li> <li>draw up a comprehensive, succinct and detailed specification of requirements</li> </ul>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>generate and record possible solutions</li> <li>appraise possible solutions through a variety of techniques leading to the selection of one idea for development</li> </ul>
<b>Modelling</b>	<ul style="list-style-type: none"> <li>model detailed aspects of ideas and proposals using appropriate practical techniques</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>develop and formulate a detailed design proposal for production of the final product</li> <li>identify the resources that they need for the realisation of a solution</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>organise the resources for realising the product</li> <li>make the product through the skilful use of appropriate hand and machine tools and other equipment</li> <li>work at all times with regard to mandatory and other necessary safety measures and with proper concern for the efficient use of materials, energy and other resources</li> </ul>
<b>Testing and evaluation</b>	<ul style="list-style-type: none"> <li>devise and apply appropriate tests to assess the success of the product against original needs and other needs which have emerged and which the design has absorbed</li> <li>suggest possible improvements for the product</li> </ul>

<b>Core content</b>	
<b>Design and technology in society</b>	<ul style="list-style-type: none"> <li>• recognise rational and intuitive approaches to design</li> <li>• show awareness and appreciation of the issues of conservation of resources, built-in obsolescence and the role of recycling</li> <li>• demonstrate an appreciation of the significant positive and negative effects of design on society</li> <li>• show awareness of the differences between individual, small-batch and mass production and how each affects the means of production, the product and the people involved</li> </ul>
<b>Aesthetics</b>	<ul style="list-style-type: none"> <li>• use line, colour, shape, proportion and form to achieve desired effects</li> <li>• show appreciation of the effects of light and shade on solid forms and the effects of different surface finishes on visual and tactile senses</li> <li>• demonstrate aesthetic sensibility through meaningful use of appropriate vocabulary, such as harmony, conflict, static and dynamic</li> <li>• appreciate the significance of style and the influence of fashion and design</li> </ul>
<b>Ergonomics</b>	<ul style="list-style-type: none"> <li>• understand the significance of ergonomics in design</li> <li>• interpret and apply anthropometric data</li> </ul>
<b>Energy</b>	<ul style="list-style-type: none"> <li>• identify and compare the main sources of energy using finite supplies, such as fossil fuels, and regenerative forms such as water, wind and solar</li> <li>• describe the different forms of energy storage in use to include: kinetic, potential, thermal, electrical and chemical</li> <li>• describe practical and efficient methods of conversion and transmission through simple mechanisms, machines, engines, turbines and electric motors</li> </ul>
<b>Control</b>	<ul style="list-style-type: none"> <li>• explain basic principles of manual and semi-automatic and automatic control using input, output, feed-back and amplification</li> <li>• appreciate the principles employed in CAD (computer aided design) and CAM (computer aided manufacture)</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• appreciate the significance of the properties: hardness, ductility, toughness, brittleness, elasticity, dimensional stability, electrical conductivity, corrosion resistance</li> <li>• explain the considerations required in the selection of materials and components to ensure suitability for purpose</li> <li>• explain and compare, through the use of examples, the terms destructive and non-destructive testing of materials</li> <li>• demonstrate a general knowledge of wood, manufactured boards, metals, plastics, paper and card, being able to select them for appropriate use according to their characteristics, properties and performance</li> </ul>



<b>Core content</b>	
<b>Materials processing</b>	<ul style="list-style-type: none"><li>• mark and set out with reference to data using tools and methods appropriate to the materials and required accuracy</li><li>• cut, shape and form materials using methods appropriate to the task</li><li>• join and assemble using a range of common methods including temporary and permanent fixings</li><li>• apply a finish appropriate to the material and its use, distinguishing between decoration and protection</li></ul>
<b>Product analysis</b>	<ul style="list-style-type: none"><li>• analyse existing products in terms of:<ul style="list-style-type: none"><li>– function</li><li>– aesthetics</li><li>– ergonomics</li><li>– types and properties of materials</li><li>– production techniques</li><li>– safety</li></ul></li></ul>
<b>Health and safety</b>	<ul style="list-style-type: none"><li>• show awareness of standard risk assessment procedures in product design and manufacture</li><li>• understand safe working practices, including identifying hazards and making risk assessments</li></ul>

## 3.2 Part 2 – Product design

This is one of the three optional focus areas for Cambridge International A Level candidates in Part 2 of the syllabus. Centres and candidates can choose to study Product design, Practical technology or Graphic products.

Candidates should learn through practical manipulative experience wherever possible.

<b>Product design</b>	
	<i>Candidates should be able to:</i>
<b>Design stimulus and methodology</b>	<ul style="list-style-type: none"> <li>• show appreciation of the concepts market-pull and producer-led design</li> <li>• explain how advances in technology impact on the evolution of design</li> <li>• demonstrate an understanding of the need of designers to consider physical, cultural and aesthetic needs</li> <li>• discuss how product designers, designer craftsmen and engineers shape aspects of the man-made environment</li> <li>• show appreciation of the economic implications of design decision-making</li> </ul>
<b>Production</b>	<ul style="list-style-type: none"> <li>• describe the principles of unit and mass production</li> <li>• recognise the influence of industrial production methods on the design of products</li> </ul>
<b>Modelling</b>	<ul style="list-style-type: none"> <li>• understand the role of different forms of modelling</li> <li>• describe a range of methods of 2D and 3D modelling: kits, computers, mock-ups and scale prototypes</li> </ul>
<b>Metal properties</b>	<ul style="list-style-type: none"> <li>• describe the physical characteristics, working properties and typical applications of:               <ul style="list-style-type: none"> <li>– ferrous: iron, mild steel, carbon steel, high carbon steel</li> <li>– non-ferrous: copper, aluminium, zinc, lead, tin</li> <li>– composite alloys: stainless steel, bronze, brass and duralumin (or similar)</li> </ul> </li> </ul>

<b>Product design</b>	
<b>Processing of metals</b>	<ul style="list-style-type: none"> <li>• describe how to use heat treatment to anneal, harden and temper, and case harden</li> <li>• appreciate the cause and effect of work hardening</li> <li>• explain the process of casting using simple and split patterns</li> <li>• describe the process and explain the use of die-casting</li> <li>• describe the principles of producing forms by rolling, drawing and extruding</li> <li>• shape by:               <ul style="list-style-type: none"> <li>– deforming and reforming using bending and pressing</li> <li>– wastage by hand cutting and shearing</li> <li>– wastage by machine methods including drilling, turning using independent and self centring chucks, end milling for flat surfaces and rebates</li> </ul> </li> <li>• join materials using soft and hard soldering, brazing, rivets, threaded fixings</li> <li>• understand the use of gas and electric arc welding</li> <li>• compare the use of a range of surface finishes including painting, polishing, plating, dip coating, enamelling, etching and anodising</li> </ul>
<b>Tool technology for metals</b>	<ul style="list-style-type: none"> <li>• understand the cutting action of lathe, end milling, drilling, sawing and hand-cutting tools</li> <li>• describe the maintenance of cutting edges of simple lathe tools, drills and hand-cutting tools</li> </ul>
<b>Wood properties</b>	<ul style="list-style-type: none"> <li>• describe the physical characteristics, working properties and typical applications of hardwood and softwood</li> <li>• explain the reasons for and describe in outline natural and kiln seasoning</li> <li>• describe and appreciate the significance of warping, twisting and dimensional stability</li> <li>• appreciate the nature and describe the use of veneer</li> <li>• describe the general nature of, and give typical applications for, the following processed boards:               <ul style="list-style-type: none"> <li>– blockboard, plywood, chipboard, hardboard, medium density fibre board</li> </ul> </li> </ul>

<b>Product design</b>	
<b>Processing of wood</b>	<ul style="list-style-type: none"> <li>• prepare, mark and set out using datums</li> <li>• shape, to form straight and curved profiles using a range of hand tools</li> <li>• turn on a lathe using face plate and between centre turning techniques</li> <li>• use a range of boring tools including the drilling machine</li> <li>• describe the use of fences as guides on machines</li> <li>• describe the moulding of simple forms by hand and machine methods</li> <li>• produce surfaces appropriate for a variety of finishes</li> <li>• produce finishes using varnish, paint, oil</li> <li>• assemble and join using a range of frame and carcass (box) constructions</li> <li>• use temporary and permanent fixings including screws, adhesives, nails, wedges and dowels</li> <li>• describe the process of laminating and explain its significance in terms of strength and form</li> </ul>
<b>Tool technology for wood</b>	<ul style="list-style-type: none"> <li>• describe the maintenance of hand tool cutting edges</li> <li>• understand the cutting action of sawing, planing and boring hand tools</li> </ul>
<b>Plastic properties</b>	<ul style="list-style-type: none"> <li>• explain the difference between thermoset and thermoplastic materials</li> <li>• describe the working characteristics and properties of the following thermoset plastics and give typical applications: <ul style="list-style-type: none"> <li>– polyester resin, epoxy resin, melamine</li> </ul> </li> <li>• describe the working characteristics and properties of the following thermoplastics and give typical applications: <ul style="list-style-type: none"> <li>– acrylic, polythene, nylon, PVC, polystyrene, ABS and polypropylene</li> </ul> </li> <li>• describe the techniques and effects of using glass and carbon fibres as reinforcement</li> </ul>
<b>Processing of plastics</b>	<ul style="list-style-type: none"> <li>• understand the working principles and make judgements regarding their selection and application of calendaring, injection moulding, compression moulding, rotational moulding and vacuum forming</li> <li>• shape by hand tools, drilling and turning using a lathe</li> <li>• join with adhesives, solvents and mechanical methods such as screw threads and the use of fixings</li> <li>• describe how to produce and protect polished surfaces</li> </ul>
<b>Tool technology for plastic</b>	<ul style="list-style-type: none"> <li>• describe the maintenance of hand and machine tool cutting edges</li> <li>• understand cutting actions of drills, lathe tools and hand tools</li> </ul>

### 3.3 Part 2 – Practical technology

This is one of the three optional focus areas for Cambridge International A Level candidates in Part 2 of the syllabus. Centres and candidates can choose to study either Product design, Practical technology or Graphic products.

Candidates should learn through practical manipulative experience wherever possible.

<b>Practical technology</b>	
	<i>Candidates should be able to:</i>
<b>Technological design and production</b>	<ul style="list-style-type: none"> <li>• explain how technological developments can affect the design and manufacture of artefacts</li> <li>• understand the terms invention, innovation and evolution</li> <li>• describe the use of CAD (computer aided design) for the storage and retrieval of data and the manipulation of images to aid design, production and management</li> <li>• describe the principal features of CAM (computer aided manufacture) particularly in the control of machines</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• appreciate the significance of the following properties with regard to materials, components and artefacts:                             <ul style="list-style-type: none"> <li>– electrical and thermal conductivity, corrosion resistance, toughness, ductility, elasticity, plasticity, brittleness</li> </ul> </li> <li>• identify, with reasons, appropriate applications of:                             <ul style="list-style-type: none"> <li>– timber, concrete, mild steel, carbon steel, copper, brass, lead, aluminium, thermoplastic and thermoset plastics, rubber, semiconductors</li> </ul> </li> <li>• explain the terms alloying and reinforcement</li> <li>• conduct simple experiments to:                             <ul style="list-style-type: none"> <li>– determine the relationship between extension and load</li> <li>– compare relative hardness, stiffness and tensile strength</li> </ul> </li> <li>• understand Young's Modulus of elasticity, draw a stress/strain graph from given data, and interpret significant features</li> </ul>
<b>Processing</b>	<ul style="list-style-type: none"> <li>• understand the working principles and make judgements regarding the selection and application of metal and plastic casting, injection moulding, compression moulding, vacuum forming, laminating, machining on the lathe</li> <li>• show awareness of die casting, drawing, extruding, blow moulding, rotational moulding</li> <li>• understand the use and application of soft and hard soldering, electric and gas welding, adhesives</li> </ul>

<b>Practical technology</b>	
<b>Mechanisms</b>	<ul style="list-style-type: none"> <li>• explain the terms load, effort, mechanical advantage, velocity ratio and efficiency</li> <li>• explain the principles of levers and calculate moments</li> <li>• describe methods of: <ul style="list-style-type: none"> <li>– converting linear to rotary motion and vice versa including the use of cams, cranks and ratchets</li> <li>– transmitting linear and rotary motion</li> </ul> </li> <li>• calculate driver/driven ratios including compound trains</li> <li>• explain the role of friction and lubrication</li> <li>• explain the principles and compare hydraulic and pneumatic systems for linear motion</li> </ul>
<b>Structures</b>	<ul style="list-style-type: none"> <li>• compare and comment on frame and monocoque structures in existing common applications such as buildings, bridges, cranes, furniture, vehicles, machines and the occurrence of structural features in nature</li> <li>• understand how it is possible to reinforce structures by using gussets, ribs, braces and lamination</li> <li>• identify struts and ties in frameworks and recognise where and how it is possible to use triangulation to establish rigidity</li> <li>• apply the concept of equilibrium as a result of applied load and reaction</li> <li>• solve design problems using vector diagrams involving two inclined forces or three forces in equilibrium</li> <li>• apply Bow's notation to assist the resolution of a framework by graphical means</li> </ul>
<b>Structural failure</b>	<ul style="list-style-type: none"> <li>• identify and comment on modes of potential failure in structures and machines including: plastic hinging, buckling, twisting, changes in temperature and fatigue</li> </ul>
<b>Testing</b>	<ul style="list-style-type: none"> <li>• be aware of appropriate methods of non-destructive testing, including strain gauges and photoelasticity</li> <li>• understand and apply simple data from tensile, compressive, shear, bending, torsion and impact tests in design situations</li> </ul>
<b>Power sources</b>	<ul style="list-style-type: none"> <li>• describe the characteristics of AC and DC current</li> <li>• understand the principles of step down/up, rectification, voltage and current regulation</li> <li>• apply Ohm's Law</li> <li>• determine power from known current and voltage</li> <li>• use meters to measure voltage, current and resistance</li> </ul>

<b>Practical technology</b>	
<b>Electronics and control</b>	<ul style="list-style-type: none"><li>• explain the working of the following:<ul style="list-style-type: none"><li>– switches including reed, micro switch and relay</li><li>– transistors (NPN and PNP types) as amplifier and switch and define current gain</li><li>– a Darlington Pair</li><li>– capacitors</li><li>– diodes for rectification and protection against back emf</li><li>– zeners for voltage reference</li><li>– LEDs and photodiodes</li><li>– resistors including stability, tolerance and power rating</li><li>– transducers including thermistors, strain gauges and LDRs</li></ul></li><li>• calculate resistance of series and parallel resistors</li><li>• determine the values for resistors for a potential divider</li></ul>
<b>Circuits</b>	<ul style="list-style-type: none"><li>• draw circuit diagrams including:<ul style="list-style-type: none"><li>– switching using the output from op amp to operate transistors and relays. Operational amplifiers based on 741 or similar IC</li><li>– time delay using an IC such as a 555</li></ul></li><li>• explain the functions of AND, OR, NAND, NOR and XOR</li><li>• construct truth tables for the above functions</li><li>• show how it is possible to cross couple two NAND or two NOT gates to produce a flip-flop</li><li>• be aware of the differences between the TTL and CMOS series of ICs</li><li>• draw monostable circuits using logic gates and/or 555 timers</li><li>• describe how to use a Schmitt trigger for inputting from a sensor</li><li>• be aware of the functioning of a digital–analogue converter</li><li>• understand the principles of interfacing between a computer and input and output devices</li></ul>

### 3.4 Part 2 – Graphic products

This is one of the three optional focus areas for Cambridge International A Level candidates in Part 2 of the syllabus. Centres and candidates can choose to study either Product design, Practical technology or Graphic products.

Candidates should learn through practical manipulative experience wherever possible.

<b>Graphic products</b>	
	<i>Candidates should be able to:</i>
<b>Design influences and methodology</b>	<ul style="list-style-type: none"> <li>• explain the concepts of market-pull and producer-led design</li> <li>• explain how advances in technology impact on the evolution of designs</li> <li>• understand and demonstrate the influences of style and fashion on design</li> <li>• demonstrate an understanding of the need of designers to consider physical, cultural and aesthetic needs</li> <li>• discuss how product designers, designer craftsmen and engineers shape aspects of the man-made environment</li> <li>• show appreciation of the economic implications of design decision-making</li> <li>• demonstrate a general understanding of production techniques and marketing methods used in the commercial world</li> <li>• describe and identify current good practice in the use of CAD equipment, recognising the advantages of accuracy, ease of storage/retrieval, ease of modifying drawings, the production of many originals and the integration of data for costing, stock control and production via links with CNC machines</li> <li>• use a range of drawing conventions, including engineering, electrical and architectural</li> </ul>
<b>Recording information</b>	<ul style="list-style-type: none"> <li>• use a range of techniques to record and manipulate information, ideas and processes including free-hand sketching, annotation, bar and pie charts, 2D and 3D charts, graphs, tables, flow charts, pictograms and ideograms</li> <li>• analyse data and other information to explore concepts and ideas</li> </ul>
<b>Modelling and testing</b>	<ul style="list-style-type: none"> <li>• construct two- and three-dimensional models to explore, test and appraise ideas</li> <li>• use materials, processes and equipment appropriate to the subject to produce refined models to communicate concepts and ideas</li> </ul>
<b>Drawing systems</b>	<ul style="list-style-type: none"> <li>• select and use formal and free-hand drawing techniques appropriate to the subject including: <ul style="list-style-type: none"> <li>– assembled, exploded and cut-away</li> <li>– orthographic in first and third angle projection</li> <li>– dimensioning</li> <li>– isometric using ellipse templates and approximate constructions for circles and arcs</li> <li>– planometric using 45/45</li> <li>– perspective using one and two point</li> </ul> </li> </ul>



<b>Graphic products</b>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• demonstrate the ability to enhance the visual impact of an illustration by the use of thick and thin line techniques, tone, colour, shadows, reflections and material representation</li> <li>• demonstrate knowledge of a range of methods for the display and exhibition of information and artefacts, including mounting, break down of space, focal points, circulation of viewers</li> <li>• show understanding of the production and manipulation of images using appropriate reprographic techniques, display stands and representational models</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• use loci to determine the path of movement of linkages</li> <li>• determine the development (net) of basic geometric forms including prisms, cylinders, pyramids, cones and their frustums</li> <li>• determine the interpenetration of solids including prisms, cylinders, pyramids, cones and their frustums</li> </ul>
<b>Mechanisms</b>	<ul style="list-style-type: none"> <li>• describe methods for transmitting and converting linear and rotary motion including cranks, ratchets and simple cams</li> <li>• construct accurately a cam profile from given data and draw its displacement diagram</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• demonstrate a general knowledge of the characteristics of card, paper and other modelling materials</li> <li>• understand the principles and describe the common forms of processing the above materials including forming, fabricating, shaping, joining and finishing</li> <li>• demonstrate a general knowledge of wood, metals, plastics, concrete, brick, fabrics, glass and ceramics, being able to select them for appropriate use according to their characteristics, properties and performance</li> <li>• be aware of the forms which materials are supplied in and their approximate relative costs</li> </ul>

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## 4 Coursework

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### 4.1 Coursework assessment

The coursework projects for Components 2 and 4 are internally marked and externally moderated. See section 4.2 for details of the criteria for assessment. Depending on the nature of the work produced, the project(s) will be assessed either as two separate components or as a combination of the two components.

#### Outline proposal forms

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

For guidance on developing suitable titles for coursework or projects go to our School Support Hub [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

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

#### Recording and submitting candidates' marks and work

Please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for information, dates and methods of submission of candidates' marks and work. Candidates' marks for Components 2 and 4 must be recorded on the Coursework Assessment Summary Form produced by Cambridge International which you should download each year from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 9705) and your country, after which it will take you to the correct forms. Follow the instructions when completing each form.

The sample of projects should consist of design folios in paper format no larger than A3 size. Each folio should include sufficient photographs showing an overall view and detailed evidence of the level of achievement reached on the model and/or final product.

**Centres must not send 3D models or products to Cambridge International for moderation purposes.**

**Centres should keep all records and supporting written work until after publication of results.**

#### Authenticity and supervision of coursework

Each component should represent approximately 40–50 hours of work. Most of this should be under the direct supervision of a teacher, although because of the nature of some of the work, candidates may do some outside school, e.g. research or testing. 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.

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)

## Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

The internally moderated marks for all candidates must be recorded on the Coursework Assessment Summary Form. This form, and the instructions for completing it, can be downloaded from [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 9705) and your country, after which it will take you to the correct form. Follow the instructions when completing the form as set out in the *Cambridge Handbook* for the relevant year of assessment.

## External moderation for centres in Mauritius

The Mauritius Examinations Syndicate (MES) will appoint moderators on behalf of Cambridge International to carry out external moderation of internal assessment.

- You must submit the marks of all candidates to the Mauritius Examinations Syndicate on the Coursework Assessment Summary Form.
- You must also submit the marked work of a sample of candidates to MES. The sample you submit should include examples of the marking of each teacher.
- You can also submit an Individual Candidate Record Card, to support the marks you have awarded for each candidate.

After in-country moderation, MES will send a representative sample to Cambridge International.

## External moderation for all other centres

Cambridge International will externally moderate all internally assessed components.

- You must submit the marks of all candidates to Cambridge International.
- You must also submit the marked work of a sample of candidates to Cambridge International.

The sample you submit to Cambridge International should include examples of the marking of each teacher. The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) explains how the sample will be selected. The samples database also provides details of how to submit the marks and work.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

You must enclose the Coursework Assessment Summary Forms with the coursework sample. You can also submit an Individual Candidate Record Card, to support the marks you have awarded for each candidate.

The *Cambridge Handbook* contains general instructions on the moderation of coursework.

## 4.2 Coursework assessment criteria

The weighting of the marks below should give some indication of the approximate amount of time to spend on each part of the project.

For assessment purposes, the criteria below are in a linear form, although some of the work will probably be cyclical in approach and some stages may interrelate.

### Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

## Component 2

Criterion	Level of response	Mark range	Maximum mark
1 Identification of a need or opportunity leading to a design brief	Some consideration of the situation or the intended user leading to a design brief.	1	3
	Consideration of both the situation and the intended user leading to a clear design brief.	2	
	Detailed description of both the situation and user leading to a clear and precise design brief.	3	
2 Analysis of and research into the design brief which results in a specification	Intended use of product examined with some data identified or collected. Existing products identified with some evaluation.	1–2	7
	Intended use of product examined with data identified and collected. Existing products identified and evaluated considering some of the needs of the intended user/users. A detailed specification produced.	3–5	
	Intended use of product fully examined with relevant data identified and collected. Existing products identified and fully evaluated against the needs of the intended user/users. Analysis of the research leading to a detailed design specification.	6–7	
3 Generation and appraisal of design ideas	A limited range of ideas proposed. A cursory appraisal of ideas. Unsupported choice of design ideas for development. Several aspects of the specification not considered.	1–5	16
	A range of appropriate ideas proposed. The choice of ideas for development supported by clear appraisal. Most aspects of the specifications highlighted.	6–11	
	A wide range of appropriate ideas proposed. Design proposal chosen as a result of detailed appraisal and consideration of the need and fitness for purpose. All aspects of the specification considered in detail.	12–16	
4 Modelling of ideas	Quality of product marred by limited skills and inappropriate use of materials.	1–4	14
	Competency shown in most aspects of applying skills. Good choice of materials.	5–9	
	Mastery of a wide range of materials. Attention to detail with sound application of materials technology.	10–14	
			Total 40

## Component 4

Criterion	Level of response	Mark range	Maximum mark
5 Product development	As a result of investigations some decisions made about form, materials and production methods. Some reference to the model. Some important details given about the final solution.	1–3	10
	Some testing and trialling resulting in decisions about materials, production methods and other items. Reference to modelling to ensure that the product meets the design brief. Most details given about a final solution and its relevant system of manufacture.	4–7	
	Appropriate testing and trialling resulting in reasoned decisions about form, materials, production methods and other items. Has used the model to identify and make necessary modifications and to ensure the product meets the design brief. Full details about the final solution and the production methods.	8–10	
6 Product planning	Planning will have been restricted to the immediate task and will have relied on prompting. Drawings and information briefly satisfy requirements for making the product.	1	4
	Most of the realisation will have been planned in advance. Drawings and other details provide all information for making the product.	2–3	
	The realisation will have been thoroughly planned to specify an effective order for the sequence of operations. Refined drawings and other detailed information show thorough command of related knowledge.	4	

Criterion	Level of response	Mark range	Maximum mark
7 Product realisation	Has overcome problems as they arise using appropriate materials, tools and equipment. With some guidance has used a range of skills and techniques appropriate to the task. Reasonable understanding of safe working procedures. The product will exhibit a reasonable standard of outcome, be mainly complete and will satisfy the specification with a limited degree of success.	1–6	20
	Has made economic and efficient use of materials, tools and equipment modifying the application of these if appropriate. With a normal level of supervision, has combined a range of skills and techniques appropriate to the task. Good understanding of safe working procedures. The product will exhibit a good standard of outcome, will be complete and will function as intended.	7–14	
	Resourceful and adaptable with materials, tools and equipment. Has independently combined a range of skills and techniques appropriate to the task. High level of understanding of safe working procedures. The product will be completed to a high standard of outcome and will meet the detailed requirements of the design specification.	15–20	
8 Testing and evaluation	Superficial testing with a few conclusions. Some supported comment with reference to the original specification and use of resources.	1–2	6
	Relevant testing with conclusions, leading to possible modification or improvement of product. Relevant comments with reference to initial specification and use of resources.	3–4	
	Detailed testing with meaningful conclusions. Critical evaluation related to initial specification and use of resources. Proposals for further development, modification or improvements of product.	5–6	
			Total 40

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## 5 Other information

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### Language

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

### Accessibility and equality

#### Syllabus and assessment design

Cambridge International works 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 with other protected characteristics. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all learners the opportunity, as fairly as possible, 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 in line with *The Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://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](http://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.



## Making entries

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

## Exam administration

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

## Retakes and carry forward

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

Candidates can carry forward the result of their Cambridge International AS Level assessment from one series to complete the Cambridge International A Level in a following series, subject to the rules and time limits described in the *Cambridge Handbook*.

Marks achieved in Components 2 and 4 can be carried forward on their own to future series, subject to the requirements set out in the *Cambridge Handbook*. This can be done by making entries for either of the following options:

- AS Level only awarding: the AS Level entry option, where Component 1 is taken and the marks of Component 2 are carried forward.
- or
- A Level awarding: the A Level entry option, where Components 1 and 3 are taken and the marks of Components 2 and 4 are carried forward.

The marks from the specific entry options listed above cannot be used as a staged route to complete a full A Level. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

Candidates cannot resubmit, in whole or in part, coursework from a previous series for re-marking. For information, refer to the *Cambridge Handbook* for the relevant year of assessment at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

## Grading and reporting

Cambridge International A Level results are shown by one of the grades A\*, A, B, C, D or E, indicating the standard achieved, A\* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending) and X (no result) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (pending) and X (no result) may also appear on the statement of results but not on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

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

### Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

- to measure learning and achievement  
The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- to show likely future success  
The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career.

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- to measure learning and achievement  
The assessment:
  - confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- to show likely future success  
The outcomes:
  - help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful
  - help students choose the most suitable course or career
  - help decide whether students part way through a Cambridge International A Level course are making enough progress to continue
  - guide teaching and learning in the next stages of the Cambridge International A Level course.

**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

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