

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

## MARK SCHEME for the June 2005 question paper

### 0400 ART AND DESIGN

0400/03

Paper 3 (Design Study), maximum mark 100

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the June 2005 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



**Grade thresholds** for Syllabus 0400 (Art and Design) in the June 2005 examination.

	maximum mark available	minimum mark required for grade:			
		A	C	E	F
Component 3	100	79	60	40	30

The threshold (minimum mark) for B is set halfway between those for Grades A and C.  
The threshold (minimum mark) for D is set halfway between those for Grades C and E.  
The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.

**JUNE 2005**

**IGCSE**

**MARK SCHEME**

**MAXIMUM MARK: 100**

**SYLLABUS/COMPONENT: 0400/03**

**ART AND DESIGN  
Design Study**



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## **ASSESSMENT OBJECTIVES**

The assessment objectives in Art and Design are grouped under the following headings:

### **A – Knowledge with understanding**

### **B – Interpretative and creative response**

### **C – Personal investigation and development**

#### **A Knowledge with Understanding**

<b>A1</b>	Recognise and render form and structure;	<b>15</b>
<b>A2</b>	Appreciate space and spatial relationships in two and three dimensions, and understand space in terms of pictorial organisation;	<b>15</b>
<b>A3</b>	Use chosen media competently, showing clarity of intention and ability to explore surface qualities;	<b>10</b>
<b>A4</b>	Handle tone and/or colour in a controlled and intentioned manner.	<b>10</b>

#### **B Interpretative and Creative Response**

<b>B5</b>	Express ideas visually;	<b>10</b>
<b>B6</b>	Respond in an individual and personal way;	<b>5</b>
<b>B7</b>	Demonstrate quality of idea as seen by interpretation rather than literal description of a theme;	<b>0</b>
<b>B8</b>	Make aesthetic judgements	<b>15</b>

#### **C Personal Investigation and Development**

<b>C9</b>	Impress with personal vision and commitment, and make purposeful movement towards maturity;	<b>2</b>
<b>C10</b>	Research appropriate resources;	<b>5</b>
<b>C11</b>	Assess a design problem and arrive at an appropriate solution;	<b>10</b>
<b>C12</b>	Show the development of ideas in a series of rough layouts or experiments which lead to the final solution.	<b>3</b>

**Total Marks for Component 3** **100**