
ART AND DESIGN**9704/01**

Paper 1 Controlled Test

May/June 2017

MARK SCHEME

Maximum Mark: 100

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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Component 1: Controlled Test Criteria for Assessment

Assessment Objectives	Response to Assessment Objectives		Maximum Mark
Personal Qualities	(i)	Individual, sensitive and creative response to stimulus.	25
	(ii)	Independence and confidence in concept and execution.	
Manipulative, Artistic and Analytical Skills	(iii)	Selection and control of media, processes and techniques.	25
	(iv)	Analysis from direct observation and personal experience.	
Aesthetic Qualities	(v)	The recognition of contour, surface, shape, colour/tone, texture, pattern, structure, form and the relationships of forms in space, and their appropriate use.	25
Knowledge and Critical Understanding	(vi)	Analysis of the idea, subject or theme chosen; suitability of selection and ability to evaluate and communicate in a systematic way.	25
	(vii)	Critical judgement and cultural awareness and appreciation.	
			Total 100

PERSONAL QUALITIES (Assessment Objectives (i) and (ii))	
LEVEL OF RESPONSE	MARK RANGE
Personal qualities barely apparent.	0–4
Limited personal qualities.	5–7
Some personal qualities evident.	8–10
Personal qualities discernible but somewhat inconsistent.	11–13
Candidate shows clear understanding and ability but independence and confidence limited.	14–16
The work shows a very good understanding. There is individuality and a creative response. Independence and confidence are apparent.	17–19
Work shows much individuality; it is a sensitive and very creative response to the subject. Independence and confidence are evident to a high degree.	20–25

MANIPULATIVE, ARTISTIC AND ANALYTICAL SKILLS (Assessment Objectives (iii) and (iv))	
LEVEL OF RESPONSE	MARK RANGE
Manipulative and analytical skills barely apparent.	0–4
Limited manipulative and analytical skills.	5–7
Some skills are evident.	8–10
Manipulative and analytical skills are discernible but somewhat inconsistent.	11–13
Sufficient ability to use techniques and research/observe and record is evident.	14–16
Work shows good mastery of techniques and ability to research/observe and record.	17–19
Work shows a high degree of mastery in the use of media techniques/processes, ability to research, observe and record as appropriate.	20–25

AESTHETIC QUALITIES (Assessment Objective (v))	
LEVEL OF RESPONSE	MARK RANGE
These abilities are barely apparent.	0–4
Limited organisational and compositional skills.	5–7
Some evidence of ability is evident.	8–10
There is some degree of organisation but there are inconsistencies.	11–13
The candidate is competent in demonstrating the above.	14–16
Submission shows creditable ability to carry out the above.	17–19
Outstanding ability to recognise surface, shape, colour, form, relationships, and compose/organise. Presents and communicates ideas, intentions as appropriate.	20–25

KNOWLEDGE AND CRITICAL UNDERSTANDING (Assessment Objectives (vi) and (vii))	
LEVEL OF RESPONSE	MARK RANGE
Abilities are barely evident with no attempt to compare and select.	0–4
Submission shows clear limitations.	5–7
Some ability shown.	8–10
Demonstration of these abilities is inconsistent with evidence of increasing degree of factual recall.	11–13
Submission shows a competence to demonstrate the above with limited analysis and selection and it is more dependent on factual recall.	14–16
Candidate demonstrates considerable ability to accomplish the above.	17–19
Impressive ability to analyse, evaluate subject chosen and to communicate personal views and judgements. Cultural awareness and understanding.	20–25