
ART AND DESIGN**9704/01**

Paper 1 Controlled Test

May/June 2018

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.

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This document consists of **5** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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