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**ART AND DESIGN**

**0400/02**

Paper 2 Design-based Assignment

**October/November 2016**

MARK SCHEME

Maximum Mark: 100

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**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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| <b>Page 2</b> | <b>Mark Scheme</b>                             | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>Cambridge IGCSE – October/November 2016</b> | <b>0400</b>     | <b>02</b>    |

|            |  |     |
|------------|--|-----|
| <b>AO1</b> | <b>Gathering, recording, research and investigation</b><br>(a) Investigate and research a variety of appropriate sources<br>(b) Record and analyse information from direct observation and/or other sources and personal experience  | 20  |
| <b>AO2</b> | <b>Exploration and development of ideas</b><br>(a) Explore a range of visual and/or other ideas by manipulating images<br>(b) Show a development of ideas through appropriate processes  | 20  |
| <b>AO3</b> | <b>Organisation and relationships of visual and/or other forms</b><br>(a) Organise and use the visual and/or other forms effectively to express ideas<br>(b) Make informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms | 20  |
| <b>AO4</b> | <b>Selection and control of materials, media and processes</b><br>(a) Show exploration and experimentation with appropriate materials<br>(b) Select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions     | 20  |
| <b>AO5</b> | <b>Personal vision and presentation</b><br>(a) Show personal vision and commitment through an interpretative and creative response<br>(b) Present an informed response through personal evaluation, reflection and critical thinking   | 20  |
|            |  | 100 |

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| Page 3 | Mark Scheme                             | Syllabus | Paper |
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| Marks | AO1: Gathering, recording, research and investigation  | AO2: Exploration and development of ideas   | AO3: Organisation and relationships of visual and/ or other forms  | AO4: Selection and control of materials, media and processes   | AO5: Personal vision and presentation   |
|-------|--|---|--|--|---|
| 18–20 | <b>Outstanding</b> investigation and research from a variety of sources. <b>Highly accomplished</b> ability in recording from direct observation and/or other sources. | <b>Outstanding</b> exploration and manipulation of images. <b>Highly accomplished</b> ability to develop ideas through processes. | <b>Outstanding</b> ability in recognition and organisation of visual and/or other forms. <b>Highly accomplished</b> ability to express ideas in visual and/or other forms and make aesthetic judgements. | <b>Outstanding</b> exploration and experimentation with materials. <b>Highly accomplished</b> ability to select and control media and processes. | <b>Outstanding</b> in personal and creative response. <b>Highly accomplished</b> personal evaluation and critical thinking. |
| 16–17 | <b>Excellent</b> investigation and research from a variety of sources. Shows <b>expertise</b> in recording from direct observation and/or other sources.               | <b>Excellent</b> exploration and manipulation of images. <b>Expertly</b> develops ideas through processes.                        | <b>Excellent</b> ability in recognition and organisation of visual elements. <b>Expertly</b> expresses ideas in visual and/or other forms and makes aesthetic judgements.                                | <b>Excellent</b> exploration and experimentation with materials. <b>Expert</b> ability to select and control media and processes.                | <b>Excellent</b> in personal and creative response. <b>Expert</b> in personal evaluation and critical thinking.             |
| 14–15 | <b>Very good</b> investigation and research from a variety of sources. Shows <b>proficient</b> ability in recording from direct observation and/or other sources.      | <b>Very good</b> exploration and manipulation of images. <b>Proficient</b> development of ideas through processes.                | <b>Very good</b> ability in recognition and organisation of visual elements. <b>Proficient</b> ability to express ideas visually and make aesthetic judgements.  | <b>Very good</b> exploration and experimentation with materials. <b>Proficient</b> ability to select and control media and processes.            | <b>Very good</b> in personal and creative response. <b>Proficient</b> personal evaluation and critical thinking.            |

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| Page 4 | Mark Scheme                             | Syllabus | Paper |
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| Marks | AO1: Gathering, recording, research and investigation   | AO2: Exploration and development of ideas   | AO3: Organisation and relationships of visual and/ or other forms  | AO4: Selection and control of materials, media and processes   | AO5: Personal vision and presentation  |
|-------|---|---|--|--|--|
| 12–13 | <b>Competent</b> investigation and research from a variety of sources. <b>Good</b> ability in recording from direct observation and/or other sources.       | <b>Competent</b> exploration and manipulation of images. <b>Good</b> development of ideas through processes.              | <b>Competent</b> ability in recognition and organisation of visual elements. <b>Good</b> ability to express ideas visually and make aesthetic judgements.  | <b>Competent</b> exploration and experimentation with materials. <b>Good</b> ability to select and control media and processes.                  | <b>Competent</b> in personal and creative response. <b>Good</b> ability in personal evaluation and critical thinking.    |
| 10–11 | <b>Satisfactory</b> investigation and research from a variety of sources. <b>Some competence</b> in recording from direct observation and/or other sources. | <b>Satisfactory</b> exploration and manipulation of images. <b>Some competence</b> in developing ideas through processes. | <b>Satisfactory</b> ability in recognition and organisation of visual and/or other forms. <b>Some competence</b> in expressing ideas in visual and/or other forms and making aesthetic judgements. | <b>Satisfactory</b> exploration and experimentation with materials. <b>Some competence</b> in ability to select and control media and processes. | <b>Satisfactory</b> personal and creative response. <b>Some competence</b> in personal evaluation and critical thinking. |
| 8–9   | <b>Adequate</b> ability in investigation and research from a variety of sources and in recording from direct observation and/or other sources.              | <b>Adequate</b> exploration and manipulation of images and in developing ideas through processes.                         | <b>Adequate</b> ability in recognition and organisation of visual and/or other forms. <b>Adequately</b> expresses ideas in visual and/or other forms and makes aesthetic judgements.               | <b>Adequate</b> exploration and experimentation with materials and an <b>adequate</b> ability to select and control media and processes.         | <b>Adequate</b> personal and creative response with <b>adequate</b> personal evaluation and critical thinking.           |

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| Page 5 | Mark Scheme                             | Syllabus | Paper |
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| Marks | AO1: Gathering, recording, research and investigation   | AO2: Exploration and development of ideas  | AO3: Organisation and relationships of visual and/ or other forms  | AO4: Selection and control of materials, media and processes  | AO5: Personal vision and presentation  |
|-------|---|--|--|---|--|
| 6–7   | <b>Some</b> evidence of investigation and research from sources. <b>Attempts</b> to record from direct observation and/or other sources are made. | <b>Some</b> evidence of exploration and manipulation of images. <b>Attempts</b> are made to develop ideas through processes. | <b>Some</b> recognition and organisation of visual elements. <b>Attempts</b> are made to express ideas in visual and/or other forms and make aesthetic judgements.   | <b>Some</b> ability in exploration and experimentation with materials. <b>Attempts</b> are made to select and control media and processes.                  | <b>Some ability</b> in personal and creative response. <b>Attempts</b> are made to make personal evaluation and show critical thought. |
| 4–5   | <b>A little</b> investigation and research from sources. <b>Some limited</b> recording from direct observation and/or other sources.              | <b>A little</b> exploration and manipulation of images. <b>Some limited</b> development of ideas through processes.          | <b>A little</b> ability in recognition and organisation of visual elements. <b>Some limited</b> expression of ideas visually and few aesthetic judgements.           | <b>A little</b> ability in exploration and experimentation with materials. <b>Some limited</b> ability to select and control media and processes.           | <b>A little</b> personal and creative response. <b>Some limited</b> personal evaluation and critical thinking.                         |
| 1–3   | <b>Very limited</b> in terms of investigation and research or recording from direct observation and/or other sources.                             | <b>Very limited</b> exploration and manipulation of images or development of ideas through processes.                        | <b>Very limited</b> ability in recognition and organisation of visual elements. <b>Slight</b> evidence of expression of ideas visually and few aesthetic judgements. | <b>Very limited</b> ability in exploration and experimentation with materials. <b>Slight</b> evidence of ability to select and control media and processes. | <b>Very limited</b> personal and creative response. <b>Slight</b> evidence of personal evaluation and critical thinking.               |
| 0     | No rewardable work.   | No rewardable work.  | No rewardable work.  | No rewardable work.   | No rewardable work.  |