



Cambridge IGCSE™

ART & DESIGN

0400/01

Paper 1 Coursework

October/November 2022

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **4** printed pages.

PUBLISHED**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.

| Marks | AO1: Record ideas, observations and insights relevant to intentions as work progresses 25 marks | AO2: Explore and select appropriate resources, media, materials, techniques and processes 25 marks | AO3: Develop ideas through investigation, demonstrating critical understanding 25 marks | AO4: Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language 25 marks |
|-------|---|--|---|---|
| 21–25 | Excellent skill in recording observations from a variety of relevant sources, showing intentions effectively | Excellent exploration of media, materials, techniques and processes, showing effective selection of relevant resources | Excellent development of ideas through investigation, demonstrating effective critical understanding | Excellent realisation of intentions, demonstrating effective understanding of visual language |
| 16–20 | Confident skill in recording observations from a variety of relevant sources, consistently showing intentions | Confident exploration of media, materials, techniques and processes, consistently selecting relevant resources | Confident development of ideas through investigation, consistently demonstrating critical understanding | Confident realisation of intentions, consistently demonstrating understanding of visual language |
| 11–15 | Competent skill in recording observations from a variety of relevant sources, showing clear intentions | Competent exploration of media, materials, techniques and processes, showing clear selection of relevant resources | Competent development of ideas through investigation, demonstrating clear critical understanding | Competent realisation of intentions, demonstrating clear understanding of visual language |
| 6–10 | Satisfactory skill in recording observations from several relevant sources, showing some intentions | Satisfactory exploration of media, materials, techniques and processes, showing some selection of relevant resources | Satisfactory development of ideas through investigation, demonstrating some understanding | Satisfactory realisation of intentions, demonstrating some understanding of visual language |
| 1–5 | Limited skill in recording observations from one or more sources, showing basic intentions | Limited exploration of media, materials, techniques and processes, showing basic selection of resources | Limited development of ideas through basic investigation | Limited realisation of intentions, demonstrating a basic understanding of visual language |
| 0 | No creditable work | No creditable work | No creditable work | No creditable work |