



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education (9–1)

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**ART AND DESIGN**

**0989/02**

Paper 2 Design-based Assignment

**May/June 2019**

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **7** 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.

**PUBLISHED**

<b>AO1</b>	<b>Gathering, recording, research and investigation</b> (a) Investigate and research a variety of appropriate sources (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> (a) Explore a range of visual and/or other ideas by manipulating images (b) Show a development of ideas through appropriate processes	20
<b>AO3</b>	<b>Organisation and relationships of visual and/or other forms</b> (a) Organise and use the visual and/or other forms effectively to express ideas (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> (a) Show exploration and experimentation with appropriate materials (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> (a) Show personal vision and commitment through an interpretative and creative response (b) Present an informed response through personal evaluation, reflection and critical thinking	20
		100

## PUBLISHED

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.
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.

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
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.
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.

**PUBLISHED**

<b>Marks</b>	<b>AO1: Gathering, recording, research and investigation</b>	<b>AO2: Exploration and development of ideas</b>	<b>AO3: Organisation and relationships of visual and/ or other forms</b>	<b>AO4: Selection and control of materials, media and processes</b>	<b>AO5: Personal vision and presentation</b>
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.