

**MARK SCHEME for the May/June 2011 question paper  
for the guidance of teachers**

**9830 ART AND DESIGN: FINE ART**

**9830/03**

Paper 3 (Project), maximum raw mark 100

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 2 | Mark Scheme: Teachers' version | Syllabus | Paper |
|        | Pre-U – May/June 2011          | 9830     | 03    |

| Level | Assessment Objective 1<br>Record  | Marks |
|-------|---|-------|
| 1     | a <b>partial</b> recording of observations and insights in visual and/or other forms  | 1–6   |
| 2     | a <b>basic</b> recording of observations and insights in visual and/or other forms, demonstrating a <b>limited</b> understanding of intentions and development of work                            | 7–12  |
| 3     | a <b>coherent</b> recording of observations and insights in visual and/or other forms, demonstrating a <b>clear</b> understanding of intentions, meanings and development of work                 | 13–18 |
| 4     | a <b>confident</b> recording of observations, ideas and insights in visual and/or other forms, demonstrating <b>secure</b> understanding of intentions, meanings and development of own practice  | 19–24 |
| 5     | a <b>perceptive</b> recording and analysis of images, objects and artefacts, with sustained evidence of an <b>intuitive</b> understanding of intentions, meanings and development of own practice | 25–30 |

| Level | Assessment Objective 2<br>Experiment  | Marks |
|-------|---|-------|
| 1     | a <b>partial</b> exploration of the use of materials and processes; <b>unresolved</b> understanding   | 1–4   |
| 2     | a <b>basic</b> exploration of the use of relevant materials and techniques, processes and resources; <b>limited</b> awareness in understanding and refining ideas                       | 5–8   |
| 3     | a <b>coherent</b> exploration of the use of appropriate materials, techniques and processes; <b>clear</b> understanding of ideas  | 9–12  |
| 4     | a <b>confident</b> and sustained exploration of the use of materials, techniques and processes; <b>effectively</b> selects and refines ideas  | 13–16 |
| 5     | a <b>creative</b> exploration of the use of materials, processes and techniques; <b>convincingly</b> selects and refines ideas, successfully identifying and interpreting relationships | 17–20 |

|        |                                |          |       |
|--------|--------------------------------|----------|-------|
| Page 3 | Mark Scheme: Teachers' version | Syllabus | Paper |
|        | Pre-U – May/June 2011          | 9830     | 03    |

| Level | Assessment Objective 3<br>Develop  | Marks |
|-------|--|-------|
| 1     | a <b>partial</b> investigation of ideas through an <b>uneven</b> analysis of objects, ideas, images and artefacts; <b>incomplete</b> awareness of purpose and meaning                                  | 1–4   |
| 2     | a <b>basic</b> investigation of ideas through moderate analysis of relevant objects, ideas, images and artefacts; <b>limited</b> awareness of purpose and meaning                                      | 5–8   |
| 3     | a <b>coherent</b> investigation of ideas through a <b>competent</b> analysis of objects, ideas, images and artefacts; showing <b>clear</b> understanding of purpose and meaning                        | 9–12  |
| 4     | a <b>confident</b> investigation of ideas through a <b>thoughtful</b> analysis of objects, ideas, images and artefacts; a <b>secure</b> understanding of purposes, meanings and their related contexts | 13–16 |
| 5     | a <b>fluent</b> investigation of ideas through <b>perceptive</b> analysis of objects, ideas, images and artefacts; <b>critical</b> understanding of purposes, meanings and their related contexts      | 17–20 |

| Level | Assessment Objective 4<br>Respond  | Marks |
|-------|--|-------|
| 1     | a <b>partial</b> response with some realisation of intentions; <b>incomplete</b> awareness of connections  | 1–6   |
| 2     | a <b>basic</b> response, realising intentions; demonstrates <b>simple</b> connections  | 7–12  |
| 3     | a personal, <b>coherent</b> response; <b>clear</b> realisation of intentions and some critical understanding; explains <b>relevant</b> connections   | 13–18 |
| 4     | a personal, confident response; <b>effective</b> realisation of intentions and a <b>secure</b> critical understanding; <b>assured</b> communication of connections   | 19–24 |
| 5     | a personal, <b>inventive</b> and engaged response; <b>significant</b> realisation of intentions; articulates significant connections communicating <b>incisive</b> critical understanding and <b>perceptive</b> judgements | 25–30 |