

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

**9831 ART AND DESIGN: GRAPHIC COMMUNICATION**

**9831/03**

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	9831	03

Level	Assessment Objective 1 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 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
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Level	Assessment Objective 3 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 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