

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Pre-U Certificate

MARK SCHEME for the May/June 2013 series

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 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.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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

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

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

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