



Cambridge International AS & A Level

ART & DESIGN

9479/02

Paper 2 Externally Set Assignment

May/June 2020

MARK SCHEME

Maximum Mark: 100

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **6** printed pages.

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, reflecting critically on work and progress	25
AO2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	25
AO3	Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding	25
AO4	Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements	25
		100

AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 25 marks	AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25 marks	AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25 marks	AO4: Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements 25 marks
Excellent skill in recording observations and insights from a variety of sources, relevant to intentions Highly accomplished ability to reflect critically on work and progress 21–25	Exploration and selection of relevant resources, media, materials, techniques and processes are excellent Highly accomplished and sophisticated ability to review and refine ideas as work develops 21–25	Excellent development of ideas through focused investigations Analytical and critical understanding demonstrated through highly accomplished and mature referencing of personal, contextual and other sources 21–25	Excellent realisation of intentions demonstrating an excellent use of visual language Highly accomplished and mature connections made between visual and other elements 21–25
Confident skill in recording observations and insights from a variety of sources, relevant to intentions Highly effective ability to reflect critically on work and progress 16–20	Confidently explores and selects relevant resources, media, materials, techniques and processes Highly effective ability to review and refine ideas as work develops 16–20	Confident development of ideas through focused investigations Highly effective analytical and critical understanding demonstrated through thorough and careful referencing of personal, contextual and other sources 16–20	Confident realisation of intentions demonstrating an effective use of visual language Highly effective connections made between visual and other elements 16–20
Competent skill in recording observations and insights from a variety of sources, relevant to intentions Good ability to reflect critically on work and progress 11–15	Competent exploration and selection of relevant resources, media, materials, techniques and processes Good ability to review and refine ideas as work develops 11–15	Competent development of ideas through focused investigations Good analytical and critical understanding demonstrated through careful referencing of personal, contextual and other sources 11–15	Competent realisation of intentions demonstrating a good use of visual language Good connections made between visual and other elements 11–15

AO1: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 25 marks	AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops 25 marks	AO3: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding 25 marks	AO4: Present a personal and coherent response that realises intentions and, where appropriate, makes connections between visual and other elements 25 marks
Satisfactory skill in recording observations and insights from a variety of sources, relevant to intentions Adequate ability to reflect critically on work and progress 6–10	Adequate exploration and selection of relevant resources, media, materials, techniques and processes Satisfactory ability to review and refine ideas as work develops 6–10	Satisfactory development of ideas through focused investigations Adequate analytical and critical understanding demonstrated through some referencing of personal, contextual and other sources 6–10	Satisfactory realisation of intentions demonstrating an adequate use of visual language Adequate connections made between visual and other elements 6–10
Limited skill in recording observations and insights from a variety of sources, relevant to intentions Basic ability to reflect critically on work and progress 1–5	Limited exploration and selection of relevant resources, media, materials, techniques and processes Basic ability to review and refine ideas as work develops 1–5	Basic development of ideas Limited analytical and critical understanding demonstrated through basic referencing of personal, contextual and other sources 1–5	Limited realisation of intentions demonstrating a basic use of visual language Basic connections made between visual and other elements 1–5
No creditable work 0	No creditable work 0	No creditable work 0	No creditable work 0