



UNIVERSITY of CAMBRIDGE  
International Examinations

www.PapaCambridge.com  
Cam  
IGCS

# SYLLABUS

**Cambridge IGCSE®**

Cambridge International Certificate\*

**Art and Design**

**0400**

For examination in June and November 2014

\*This syllabus is accredited for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

University of Cambridge International Examinations retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party even for internal use within a Centre.

® IGCSE is the registered trademark of University of Cambridge International Examinations

© University of Cambridge International Examinations 2011

# Contents

- 1. Introduction.....2
  - 1.1 Why choose Cambridge?
  - 1.2 Why choose Cambridge IGCSE?
  - 1.3 Why choose Cambridge IGCSE Art and Design?
  - 1.4 Cambridge International Certificate of Education (ICE)
  - 1.5 Schools in England, Wales and Northern Ireland
  - 1.6 How can I find out more?
- 2. Assessment at a glance .....5
- 3. Syllabus aims and objectives .....7
  - 3.1 Introduction and aims
  - 3.2 Assessment Objectives
- 4. Description of components.....9
  - 4.1 Component 1: Observational/Interpretative Assignment
  - 4.2 Component 2: Design Assignment
  - 4.3 Component 3: Critical and Historical Assignment
  - 4.4 Component 4: Coursework Assignment
- 5. Curriculum content.....16
- 6. Assessment criteria .....22
- 7. Coursework: Guidance for Centres .....24
  - 7.1 Marking and moderation of Component 4: Coursework Assignment
- 8. Grade descriptions .....31
- 9. Appendix A: Guide to administering Art and Design examinations .....32
- 10. Appendix B: Art and Design Identification labels .....37
- 11. Appendix C: Additional information .....38
- 12. Appendix D: Additional information – Cambridge International Level 1/Level 2 Certificates.....40

# 1. Introduction

## 1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

### Recognition

Every year, thousands of learners gain the Cambridge qualifications they need to enter the world's universities.

Cambridge IGCSE® (International General Certificate of Secondary Education) is internationally recognised by schools, universities and employers as equivalent to UK GCSE. Learn more at **[www.cie.org.uk/recognition](http://www.cie.org.uk/recognition)**

### Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98% of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

### Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at **[www.cie.org.uk/teachers](http://www.cie.org.uk/teachers)**

### Not-for-profit, part of the University of Cambridge

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

## 1.2 Why choose Cambridge IGCSE?

Cambridge IGCSE helps your school improve learners' performance. Learners develop not only knowledge and understanding, but also skills in creative thinking, enquiry and problem solving, helping them to perform well and prepare for the next stage of their education.

Cambridge IGCSE is the world's most popular international curriculum for 14 to 16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It is part of the Cambridge Secondary 2 stage.

Schools worldwide have helped develop Cambridge IGCSE, which provides an excellent preparation for Cambridge International AS and A Levels, Cambridge Pre-U, Cambridge AICE (Advanced International Certificate of Education) and other education programmes, such as the US Advanced Placement Program and the International Baccalaureate Diploma. Cambridge IGCSE incorporates the best in international education for learners at this level. It develops in line with changing needs, and we update and extend it regularly.

## 1.3 Why choose Cambridge IGCSE Art and Design?

Cambridge IGCSE Art and Design is accepted by universities, art colleges and employers as evidence of experiences and skills in developing and producing a range of artefacts and designs showing visual knowledge and understanding along with critical and cultural awareness.

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics. The subject encourages visual communication and is a means of expressing ideas and feelings.

Successful Art and Design candidates gain lifelong skills, including:

- confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition
- the ability to identify and solve problems in visual and tactile forms
- how to develop ideas from initial attempts to final solutions.

## 1.4 Cambridge International Certificate of Education (ICE)

Cambridge ICE is the group award of Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven subjects. Learners draw subjects from five subject groups, including two languages, and one subject from each of the other subject groups. The seventh subject can be taken from any of the five subject groups.

Art and Design (0400) falls into Group V, Creative, Technical and Vocational Subjects.

Learn more about Cambridge IGCSE and Cambridge ICE at [www.cie.org.uk/cambridgesecsecondary2](http://www.cie.org.uk/cambridgesecsecondary2)

## 1.5 Schools in England, Wales and Northern Ireland

This Cambridge IGCSE is approved for regulation in England, Wales and Northern Ireland. It appears on the Register of Regulated Qualifications **<http://register.ofqual.gov.uk>** as a Cambridge International Level 1/Level 2 Certificate. There is more information for schools in England, Wales and Northern Ireland in Appendix D to this syllabus.

### School and college performance tables

Cambridge IGCSEs which are approved by Ofqual are eligible for inclusion in school and college performance tables.

For up-to-date information on the performance tables, including the list of qualifications which count towards the English Baccalaureate, please go to the Department for Education website (**[www.education.gov.uk/performance-tables](http://www.education.gov.uk/performance-tables)**). All approved Cambridge IGCSEs are listed as Cambridge International Level 1/Level 2 Certificates.

## 1.6 How can I find out more?

### If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at **[international@cie.org.uk](mailto:international@cie.org.uk)**

### If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at **[www.cie.org.uk/startcambridge](http://www.cie.org.uk/startcambridge)**. Email us at **[international@cie.org.uk](mailto:international@cie.org.uk)** to find out how your organisation can become a Cambridge school.

## 2. Assessment at a glance

All candidates take **one** of the following options:

Option A	Requirement	Weighting
<b>Component 1</b> Observational/Interpretative Assignment Total marks = 100 8 hour practical examination assessed by Cambridge	Examination piece <b>plus</b> up to two sheets (four sides) of supporting studies (maximum size A2). The last possible examination date is 30 April for the June series or 31 October for the November series.	50% of total marks
<b>Component 2</b> Design Assignment Total marks = 100 8 hour practical examination assessed by Cambridge	Examination piece <b>plus</b> up to two sheets (four sides) of supporting studies (maximum size A2). The last possible examination date is 30 April for the June series or 31 October for the November series.	50% of total marks
Option B	Requirement	Weighting
<b>Component 1</b> Observational/Interpretative Assignment Total marks = 100 8 hour practical examination assessed by Cambridge	Examination piece <b>plus</b> up to two sheets (four sides) of supporting studies (maximum size A2). The last possible examination date is 30 April for the June series or 31 October for the November series.	50% of total marks
<b>Component 3</b> Critical and Historical Assignment Total marks = 100 Assessed by Cambridge	Folder of 1500–2000 words with illustrative material (maximum size A2). Submit by 30 April for June series or 31 October for the November series.	50% of total marks
Option C	Requirement	Weighting
<b>Component 1</b> Observational/Interpretative Assignment Total marks = 100 8 hour practical examination assessed by Cambridge	Examination piece <b>plus</b> up to two sheets (four sides) of supporting studies (maximum size A2). The last possible examination date is 30 April for the June series or 31 October for the November series.	50% of total marks
<b>Component 4</b> Coursework Assignment* Total marks = 100 Centre based assessment, moderated by Cambridge	One final outcome** <b>plus</b> supporting portfolio (maximum size of outcome and portfolio is A2, up to 4 sheets (8 sides) of work in portfolio). Submit by 30 April for June series or 31 October for the November series.	50% of total marks

Option D	Requirement	Weighting
<b>Component 2</b> Design Assignment Total marks = 100 8 hour practical examination assessed by Cambridge	Examination piece <b>plus</b> up to two sheets (four sides) of supporting studies (maximum size A2). The last possible examination date is 30 April for the June series or 31 October for the November series.	50% of total marks
<b>Component 3</b> Critical and Historical Assignment Total marks = 100 Assessed by Cambridge	Folder of 1500–2000 words with illustrative material (maximum size A2). Submit by 30 April for June series or 31 October for the November series.	50% of total marks

Option E	Requirement	Weighting
<b>Component 2</b> Design Assignment Total marks = 100 8 hour practical examination assessed by Cambridge	Examination piece <b>plus</b> up to two sheets (four sides) of supporting studies (maximum size A2). The last possible examination date is 30 April for the June series or 31 October for the November series.	50% of total marks
<b>Component 4</b> Coursework Assignment* Total marks = 100 Centre based assessment, moderated by Cambridge	One final outcome** <b>plus</b> supporting portfolio (maximum size of outcome and portfolio is A2, up to 4 sheets (8 sides) of work in portfolio). Submit by 30 April for June series or 31 October for the November series.	50% of total marks

\* In order for a Centre to undertake internal assessment of Coursework in Art and Design, at least one teacher must hold the appropriate certificate or letter of accreditation from Cambridge. The accreditation can be obtained by successful completion of the requirements of the *Art and Design Coursework Training Handbook* (CTH). Teachers who already have experience in Centre-based assessment may apply to Cambridge to be accredited without such training by submitting their CV, but such exemption is not given automatically (see the *Cambridge Handbook* 2014).

\*\* One final outcome could be a series of photographic prints, a series of sculptures, or triptych, for example, if from the outset the intention was always to produce several related items.

## Availability

This syllabus is examined in the May/June examination series and the October/November examination series.

This syllabus is available to private candidates (not option C or E).

## Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level
- 6010 Art

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificates and Cambridge O Level syllabuses are at the same level.



### 3. Syllabus aims and objectives

#### 3.1 Introduction and aims

An Art and Design course should encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It should lead to greater understanding of the role of the visual arts in the history of civilisations and widen cultural horizons and enrich the individual. In addition, it should combine a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources.

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics and is a form of communication and a means of expressing ideas and feelings.

This syllabus is intended as a broad course exploring practical and critical/contextual work through a range of two-dimensional and/or three-dimensional processes. Where Art and Design as a title or descriptor is used in this syllabus, it also encompasses new media and technologies in addition to traditional media and processes.

Cambridge IGCSE Art and Design is designed as a two year course for examination at age 16 plus.

It encourages candidates to develop:

1. an ability to record from direct observation and personal experience;
2. an ability to identify and solve problems in visual and/or other forms;
3. creativity, visual awareness, critical and cultural understanding;
4. an imaginative, creative and personal response;
5. confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
6. growing independence in the refinement and development of ideas and personal outcomes;
7. engagement and experimentation with a range of media, materials and techniques, including new media where appropriate;
8. experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions;
9. knowledge of a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures;
10. investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

## 3.2 Assessment Objectives

To pass Cambridge IGCSE Art and Design candidates must meet the following Assessment Objectives (AOs) which apply to all components:

	Weighting
<b>A01 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>A02 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>A03 Organisation and relationships of visual and/or other forms</b> (a) Organise and use 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>A04 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>A05 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%

## 4. Description of components

### 4.1 Component 1: Observational/Interpretative Assignment

#### The paper

An externally set, eight-hour assignment marked by Cambridge. The examination allows candidates to respond in either an observational **or** interpretative manner **or** a combination of both.

Whichever approach is selected, first hand studies from primary sources must be used as the starting point for the development of ideas.

The questions act as starting points for the candidate's focus of study and all questions are broad and flexible. Candidates should support the examination piece with investigation, research, evaluation and development. The examination piece may be produced in any two- or three-dimensional medium or combination of media, including printmaking, textiles, and lens-based media and new digital technology. Any three-dimensional outcomes should be submitted through photographic or digital means.

Question papers will be uploaded to the Teacher's Support website (<https://teachers.cie.org.uk>) on **1 January** for the June examination series and **1 July** for the November examination series.

All candidates must have **eight weeks'** preparation time which they should use to choose the appropriate question, form their ideas and make supporting studies. The last possible date for examination is **30 April** in the June series and **31 October** in the November series.

#### Supporting studies

Cambridge will assess the Examination piece plus the supporting studies and award a **single mark** out of 100. However, you are reminded that the supporting studies are worth up to 40 marks.

The supporting studies must consist of not more than two sheets of A2 (this may or may not be double sided i.e. a maximum of four sides). Centres are reminded that this is the maximum and that candidates can submit less work if appropriate. **Quality of work is more important than the amount of work: weaker work submitted may have a detrimental effect on the total mark awarded.**

Candidates may seek initial guidance regarding the selection of question and appropriate choice of materials and processes at the beginning of the preparation time. They should then be advised to work independently.

The supporting studies must be taken into the examination and will provide candidates with their only reference material during the examination.

Candidates are reminded that they may annotate their work but that written commentary, annotations and notes are not rewarded in any of the Assessment Objectives. However, notations may assist with the process of personal evaluation and critical analysis.

## Examination piece

The examination piece and supporting studies must remain at the Centre under secure conditions until the examination has been completed, after which the Centre must send both the supporting studies and the examination work to Cambridge for assessment.

Centres should refer to Appendix and the *Cambridge Handbook* for further guidance and invigilation instructions. Candidates should be familiar with the Assessment Objectives by which their work will be assessed.

## 4.2 Component 2: Design Assignment

### The paper

An externally set, eight hour assignment marked by Cambridge. The examination tests the candidate's ability to research, analyse and develop ideas to a design brief, and to arrive at an appropriate solution. All questions are for designs initially developed on paper (these can be continued into three-dimensional structures but any three-dimensional solutions should then be recorded through photographic or digital means). First hand studies from primary sources must be used as the starting point for the development of ideas.

Questions are based on a **selection** of the following:

- Graphic design, to include lettering and typography in relation to images, and illustration and calligraphy. Questions will be set to include logos, posters, book, CD and DVD covers, publicity brochures, as well as a focus on selected verse or literary extracts;
- Textile design to include repeat pattern motifs for particular contexts and fashion design based on specific themes;
- Interior design to include murals, mosaics and hangings, stained glass windows and other surface and decorative enhancements within a specific context or theme;
- Environmental design to include architectural drawings, plans, elevations and modelled outcomes together with the use of materials for construction.

Candidates should be aware of the design constraints which affect the commercial application of design as well as historical and contemporary practice, relevant to their chosen design brief. In their supporting studies, they must show that alternative solutions to the initial brief have been considered.

The development of images **must** be the candidates' own work. The recording and manipulation of images through different technical processes, including collage, montage, computer programmes and personal digital photography is encouraged. The design solution for the examination work may also make use of such processes. Teachers should advise their candidates that media and materials should be selected for clarity of graphic communication.

Photography may be used within this paper, but must reflect the context, for example, fashion or advertising. Basic photographic skills are required, through the use of black and white or colour photos, as appropriate. Candidates should demonstrate their understanding through juxtaposition of image and text, cropping images, selective enlargement and the use of natural or artificial lighting.

Some use of secondary or existing sources is acceptable, but needs to be acknowledged or attributed. Secondary sources may be used appropriately but the candidates' own work must form the larger proportion of supporting work. This also applies to images downloaded from the internet such as pre-designed clip art.

Question papers will be uploaded to the Teacher Support website (<https://teachers.cie.org.uk>) on **1 January** for the June examination series and **1 July** for the November examination series.

All candidates must have **eight weeks'** preparation time which they should use to choose the appropriate question, form their ideas and make supporting studies. The last possible date for examination is **30 April** in the June series and **31 October** in the November series.

## Supporting studies

Cambridge will assess the Examination piece and supporting studies and award a **single mark** out of 100. However, you are reminded that the supporting studies are worth up to 40 marks.

The supporting studies must consist of not more than two sheets of A2 (this may or may not be double sided i.e. a maximum of four sides). Centres are reminded that this is the maximum and that candidates can submit less work if appropriate. **Quality of work is more important than the amount of work: any weaker work submitted may have a detrimental effect on the total mark awarded.**

Candidates may seek initial guidance regarding the selection of question and appropriate choice of materials and processes at the beginning of the preparation time. They should then be advised to work independently.

The supporting studies must be taken into the examination and will provide candidates with their only reference material during the examination.

Candidates are reminded that they may annotate their work but that written commentary, annotations and notes are not rewarded in any of the Assessment Objectives. However, notations may assist with the process of personal evaluation and critical analysis.

## Examination piece

The examination piece and supporting studies must remain at the Centre under secure conditions until the examination has been completed, after which the Centre must send both the supporting studies and the examination work to Cambridge for assessment.

Centres should refer to Appendix and the *Cambridge Handbook* for further guidance and invigilation instructions. Candidates should be familiar with the Assessment Objectives by which their work will be assessed.

## 4.3 Component 3: Critical and Historical Assignment

An internally set assignment marked by Cambridge. There is no question paper for this component. The assignment relates to any aspect of Art or Design of interest to the candidate. This should be a critical and visual appraisal or theoretical study undertaken in a written and practical form, including drawings, paintings, photographs or video work. Emphasis can be on materials and processes (**Materials-based approach**) or a written critical **Evaluative study**.

Candidates must demonstrate an understanding of the inter-relationship between an area of practical art and design and the theoretical knowledge which informs such work, through the specific skills of research, critical analysis, visual analysis, written text and practical artwork.

There must be a degree of first-hand research undertaken by the candidate, such as viewing paintings, buildings or artefacts or interviewing an artist or designer. The study of techniques or production processes is also appropriate but must be supported by reference to a named practitioner so that work can be viewed at first-hand; candidates are therefore advised to select work that is accessible in their locality. This first-hand observation should be supported with secondary information from sources such as books, slides, videos and web sites which will inform the work. Candidates must give clear details as to their first-hand study and sources.

### Materials-based approach

Candidates should research and analyse the way in which artists, architects and designers work, how materials are used and techniques employed for effective outcomes. This should be a practical process with annotation. Study with a more materials base on how works of art are made could be in any of the following formats:

- a detailed exploration of a sculptural technique e.g. how artists have used clay or bronze in different ways;
- a practical study of watercolour techniques or brushwork in the work of three artists;
- a comparison of the techniques of fresco and oil painting or modelling and carving in sculpture;
- the contrast of etching, lithography, lino cutting and silkscreen;
- the use of materials in architecture e.g. wood, glass, iron, steel, concrete;
- the techniques and technical development of one practitioner;
- the experience and outcomes of working with an artist in residence;
- the technical innovations and techniques of **one** chosen movement or style e.g. the Impressionists' use of colour and brushwork;
- shadow and light in painting inspired by Caravaggio, for example.

### Evaluative study

Candidates should research works of art, design or architecture and make a written and visual critical analysis which explores theoretical aspects of the subject. Candidates should be able to communicate an understanding of the underlying reasons why works of art appear as they do and the influences and events which affected their manufacture and the way the artist works. This will require candidates to place works of art, individual practitioners, different styles and movements in an appropriate historical, social or cultural context.

Candidates' work must be a mixture of practical work or illustrated material in the form of drawings, paintings, prints, three-dimensional forms, photographs, digital processes, film or video and must include written critical evaluation. An understanding of subject terminology is expected.

This type of study could be in any of the following formats:

- a timeline which evaluates with text, images or three-dimensional works of art based on a selected theme such as still life, the human form, designed objects, a set of buildings;
- a comparative study of two different styles or movements in painting, sculpture, architecture or design;
- a comparison of selected works of art from two different periods, themes or cultures;
- a detailed study of one movement in art or one artist, architect or designer;
- a visual and written evaluation of a gallery or exhibition visit;
- a study of local buildings or a designed environment.

### Presentation

It may be presented in any appropriate format, e.g.:

- a structured sequence of annotated drawings, paintings, photographs or three-dimensional objects;
- a visual and written analysis of between 1500–2000 words. This should be in a form that is easy to transport and handle, and no larger than A2 in size;
- a video, DVD, digital art or multimedia presentation (please ensure that any videos sent are VHS, any digitised or multimedia presentation must also be backed up by a hard copy).

Whatever format a candidate chooses, they are encouraged to submit an outline proposal (OPF). The Centre provides support and guidance and whilst submission is recommended, it is by no means obligatory. Candidates are reminded that the submission of an outline proposal does not constitute an entry. In their outline proposal, candidates should detail their:

- intentions
- details of research undertaken
- sources for first-hand study
- resources list
- suggested presentation.

Outline proposals can be submitted either electronically or in hard copy and feedback will be received within 28 days.

Centres should refer to Appendix and the *Cambridge Handbook* for further guidance. Candidates should be familiar with the Assessment Objectives by which their work will be assessed. **Quality of work is more important than the amount of work: any weaker work submitted may have a detrimental effect on the total mark awarded.**

Cambridge will assess the assignment.

## 4.4 Component 4: Coursework Assignment

An internally set assignment marked by the Centre, moderated by Cambridge.

In a course of at least one year, candidates are expected to have concentrated on **one** of the areas listed in the Curriculum content. From their course of study, they should select, for assessment by the Centre, one final outcome (see below) plus a supporting portfolio of work that directly relates to that one final outcome (size A2, **maximum** four sheets – eight sides).

**One final outcome could be a series of photographic prints, a series of sculptures, and a triptych for example, if, from the outset, the intention was always to produce several related items.**

The **one final outcome** should offer breadth and depth of exploration and inquiry, stimulated by the content set by the Centre. It must be the candidate's individual response produced from conception to the completion of the final outcome.

The **supporting portfolio** should contain work which shows the research, exploration, development and evaluation relevant to the one final outcome. Candidates should be reminded that the **quality of work is more important than the amount of work: any weaker work submitted may have a detrimental effect on the mark awarded.**

Work submitted should demonstrate evidence of:

- informed and personal exploration within the chosen area;
- recording, analysis, organisation and collection of observations, expressions and insights relative to ideas and intentions;
- experimentation with ideas, concepts, materials, techniques and processes;
- reflection, review and refinement.

Coursework should also include evidence of study and exploration of the practice of other related practitioners who inform the candidate's own work. The candidate's work should display an understanding of cultural and historical contexts in which the work of others is created.



The Centre will assess the one final outcome together with the supporting portfolio and award a **single mark** out of 100. This will then be externally moderated by Cambridge. Centres will provide a breakdown of the five assessment objectives on the Individual Candidate Record Card.

Centres should refer to the *Cambridge Handbook* for further guidance. Candidates should be familiar with the Assessment Objectives by which their work will be assessed.

See Appendix for further information regarding size and weight of work, inappropriate material, despatch of work.

## 5. Curriculum content

This syllabus has been designed to allow candidates to develop and produce personal responses that reflect a broad range of related activities, areas, and approaches to study. It has been devised to enable Centres to play on their strengths in terms of staff expertise and interests, and to provide candidates with choices, while at the same time ensuring a suitable breadth of study within the subject.

The areas listed below provide a broad framework of Art and Design practice, and indicate an approach which encourages exploration, within either traditional media or new media or a combination of both, providing all assessment objectives are met. Candidates are encouraged to produce a variety of creative responses through a range of materials, processes and techniques.

Candidates are **not** expected to produce work from all the areas.

They are, however, expected to:

- identify and research a particular aspect of Art and Design;
- carry out relevant exploration of materials, media and appropriate processes;
- document and evaluate ideas and concepts against aims and objectives as the work proceeds;
- develop these into a cohesive outcome.

### Painting and Related Media

Candidates can submit work in any of the media outlined below for any of the four components.

In response to studies under this heading, candidates are expected to demonstrate skills in either a representational or descriptive manner, or they may be more imaginative and interpretative. In any case, work will evolve through investigation and development by the candidate. Responses may be based upon a directly observed starting point or subject, or they may be the candidate's personal response to a theme.

Subjects could include:

- landscapes,
- figure studies,
- portraits,
- the natural or man-made environment,
- still-life,
- artefacts,
- abstract notions or feelings,
- personal experiences,
- or visual ideas inspired by literary sources.

Candidates should learn to use a sketchbook to make visual and/or other appropriate researches and develop their ideas. They should also show knowledge of Art and Design from other cultures or history and relate it to their own studies.

### Painting and Drawing

Candidates should be encouraged to work from direct observation and to explore the use of tone, colour and composition, materials and context. This can be shown through the use of processes and use of media such as charcoal, pencil, pastels, acrylic, water colour, oil and inks.

### Graphic Media

Candidates should be encouraged to demonstrate the communication of visual and/or other meaning through images. Candidates should explore an expressive and personal response in their work.

### Printmaking

Candidates should be encouraged to explore image making rather than the specific design for industrial design processes such as repeat fabric design. Ideas and development will evolve through investigation, development and experience that could be gained from direct observation or be a personal response to a theme (see Printmaking section).

### Other Related forms

Candidates should be encouraged to explore using traditional or new media or a combination of both. Candidates can also produce work for assessment in any 2D form such as collage or textiles. The use of mixed media or waste materials for collage is acceptable.

## Printmaking

Candidates can submit work in any of the media outlined below for any of the four components.

This includes all aspects of printmaking that relate to image making rather than specific design for industrial processes such as repeat fabric design. Ideas and development will need to evolve through investigation, development and experience gained from direct observation or be a personal response to a theme. Candidates should explore a variety of printmaking techniques and produce either a series of related images or one-off prints using methods such as monoprinting, relief printing such as lino and/or wood cut, etching or screen printing.

### Monoprinting

Candidates should be encouraged to explore a variety of traditional and new media approaches to monoprinting. Candidates should work in a range of different materials, not just glass, metal or plastic.

### Relief Printing

Using traditional or new media or a combination of both, candidates should be encouraged to explore a variety of approaches. Candidates may employ a range of different materials, mixed media or use improvised or waste materials to create work.

### Etching

Candidates should be encouraged to explore the use of line, tone, texture and composition when using this process. Traditional and/or new media approaches should be encouraged when using metal or plastic plates.

### Screen printing

Candidates should be encouraged to explore a variety of traditional and/or new media approaches to screen printing. Using traditional and/or digital processes, candidates should demonstrate an expressive and personal response in their work.

## Three-Dimensional Studies

Candidates can submit work in any of any of the media outlined below for any of the four components.

Candidates may work in traditional media and/or new materials or a combination of both, but should show an understanding of three-dimensional qualities of volume, form, space appropriate to their chosen specialism. Candidates should create visual and/or other meaning through three-dimensional art by expressing functional and/or decorative responses. In sculpture, the work may be figurative or abstract; candidates can employ techniques of carving, modelling or construction. There should be some awareness of the roles sculpture has played in various societies.

In ceramics, candidates should study a range of techniques and become familiar with several methods of decoration, understanding firing and glazing, and have knowledge of the different uses of ceramics. They should be aware of aesthetic considerations and have some historical or cultural knowledge. Candidates should demonstrate an expressive and personal response in their work, appropriate to the task.

The supporting portfolio should include designs, notes on materials and processes, etc. Photographs of source material and other work should be included as should evidence of visits made in connection with the course of study.

### Sculpture

Candidates should explore form, space, mass, volume, surface and materials. They should use a range of processes, techniques and materials, such as: carving and modelling, casting or constructing, plaster and wax.

### Ceramics

Candidates should show an understanding of the processes involved in making, drying, firing, decorating and glazing. Candidates should also show ability in constructional methods such as slab and coil and hand making and the application of surface treatments and colour and glaze.

### Theatre design

Candidates should demonstrate the use of design for performance through areas such as costume, set design and lighting. Candidates should document their work through photographs or video/DVD, as well as a sketchbook.

### Environmental/architectural design

Candidates should demonstrate their understanding through the use of spatial design in an environmental/architectural context in either public or private spaces. Candidates should also be familiar with role, function, location and audience as well as environmental/architectural issues.

### Product design

Candidates should demonstrate how they can problem-solve by designing or creating products that have a functional or decorative role. Candidates should work with a range of materials such as wood, metal, plastics and glass. Candidates will need to demonstrate how the design process itself results in a variety of possible design solutions. It is not necessary for candidates to produce full-scale models but they should be aware of the possible constraints that might occur during the manufacturing process.

### Jewellery

Candidates should cover a wide range of techniques, skills and materials. Candidates' work should indicate a clear design brief. Candidates should also demonstrate how they can problem-solve by designing and/or creating jewellery that has a functional and/or decorative role.

## Photography, Digital and Lens Media

Candidates can submit work in any of any of the media outlined below for any of the four components.

Candidates should use traditional and/or new media processes to produce outcomes such as photomontage, printed photography, digital photography, photographic or digital installation, video and animation, film and digital creation and manipulation. Work may be in colour or and/or black and white.

Candidates should demonstrate an expressive and/or interpretative artistic response to the visual world. They should show an understanding of the conventions of photography and genres such as portrait, landscape and movement, and a range of techniques appropriate to their chosen field.

Consideration of the following techniques should be given:

- depth of field,
- film speed/shutter speed,
- lighting/exposure,
- tone and/or colour,
- viewpoint/composition,
- framing,
- editing,
- transitions.

Candidates should also show skills in experimenting with media and processes such as:

- abstracting,
- illustrating,
- documenting,
- developing and printing of films,
- darkroom practice (pin-hole cameras, burning in, masking, photograms, solarisation, multiple exposure, reversal printing),
- alternative print processes (liquid emulsions, bleaching, resist, toning, use of specialist papers or other photosensitive surfaces),
- creation and manipulation of images with computers,
- image scanning and manipulation,
- editing, perhaps using sound.

Photography may be used as a means of recording fragile, large or time-based work (e.g. work in perishable media, installations, mural work, performance) and the photographic record will be considered and assessed as part of the submission.

Candidates must provide appropriate evidence of the authenticity of their work such as contact prints, thumbnails of original digital photographs or storyboards.

Any moving image work (no longer than three minutes) should be submitted on video, DVD, or alternatively on CD in common forms of digital format such as in Mpeg or WMV.

### Still imagery

Candidates should demonstrate their skill in the production of still images through a lens-based approach. Candidates will demonstrate an understanding and control of equipment in order to produce work that is personal. Using a wide range of methods, techniques and processes candidates will produce imagery that is their own work. Candidates may develop their own work using darkroom facilities, if available; however the use of commercially processed photographs is acceptable.

For candidates using digital lens-based media, their work should show evidence of the manipulation and presentation of the imagery using a computer. A variety of approaches and processes can be used together and candidates could present their work in a variety of ways – either printed images or electronically as a slide show using PowerPoint, on a CD-ROM or web site, for example. Lighting and sound may be used as appropriate.

### **Moving Imagery**

Candidates should demonstrate an understanding of the recording and the presentation of moving images. Sound may also be included as appropriate. Candidates should be familiar with a range of techniques, resources and processes, such as story boards, animation, digital editing, PowerPoint, CD-ROMs and interactive websites.

## **Graphic Communication**

Candidates can submit work in any of the media outlined below for any of the four components.

Candidates should learn to use appropriate methods, materials and techniques as well as presentational skills. All imagery should be the candidate's original work, although manipulation of secondary sources through various software packages and digital processes is acceptable, as long as it only represents a proportion of the overall work.

Supporting portfolios should show ideas, themes and sources used. Technical processes, including computer generated imagery and personal digital media, should be clearly documented. The development of printmaking processes should be included, as should knowledge of both historical and contemporary graphics.

Candidates should demonstrate the communication of visual meaning through images whilst being mindful of problems and opportunities, as well as working towards appropriate solutions. They should analyse design briefs and tackle practical design tasks. They should study other examples of design, or the work of designers relative to their chosen field, preferably including some at first hand, and relate this experience to their own endeavours.

### **Graphic Design with lettering**

Candidates should demonstrate their understanding of typography and its relationship to images. Candidates are free to work in any medium, including photography and computer manipulated imagery, providing that the majority of images are from the candidate's primary research.

### **Illustration**

Candidates should demonstrate how the creation of imagery can enhance and allow different interpretations of text. Candidates should produce visual imagery that communicates the role and context of text to a specific audience. The illustrations may be for inclusion in any number of publications such as magazines, books, posters and leaflets.

### **Printmaking**

Candidates will not be expected to be familiar with all aspects of printmaking. They will have developed ideas and these will have evolved through investigation, development and experience gained from direct observation or be a personal response to a chosen theme (see Printmaking section).

### **Advertising**

Candidates should have an understanding of how graphic communication can sell a product or service, promote brand images and communicate information through, for example, posters, fliers, logos, corporate identities, symbols or signs.

## Textile Design

Candidates can submit work in any of the media outlined below for any of the four components.

Candidates should demonstrate an expressive, decorative or functional response through the use of fabrics, dyes and fibres. Within this area, candidates should be encouraged to explore a range of techniques, where available, such as traditional or new media or a combination of both.

Candidates should develop their own designs and realise their finished work to a high standard. They may produce work in one area but should show knowledge of other areas. They need not produce garments, but function and suitability of design should be considered.

Supporting portfolios may contain sketches, designs, samples and photographs. There should be an awareness of culture and historical factors appropriate to their chosen area.

Within this area, candidates may produce work in any of the following specialisms:

### Printed and/or Dyed

Candidates should be aware of the variety of different media, such as commercial fabric paints, fabric painting inks and application methods. For the printed application, candidates are expected to show a range of techniques for transferring image to fabric, such as block, screen and discharge printing. Dyed application requires the candidate to be familiar with a range of processes such as batik, silk painting and tie and dye. Candidates should also be familiar with dipping and spraying.

### Constructed

Candidates should demonstrate an understanding of either natural and/or synthetic yarns, and how they can be used through stitching, knotting and looping. Candidates could use experimentation with alternative media such as plastic, paper and wire, and investigate the properties of these techniques such as folding, cutting and fusing. Candidates could show a variety of constructed techniques such as embroidery, weaving or appliqué.

### Fashion

Candidates should demonstrate how fabric and fibres are used in a fashion context. Candidates should be familiar with a range of processes such as garment construction, accessories, and fashion design and body adornment. Candidates do not have to produce final made garments but should be mindful of the techniques appropriate to this specialism.



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
0	No rewardable work	No rewardable work	No rewardable work	No rewardable work	No rewardable work
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.
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.
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.
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.
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.	<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.



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
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.
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.
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 visually 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.
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.

## 7. Coursework: Guidance for Centres

Teachers may not undertake school-based assessment without the written approval of Cambridge. This will only be given to teachers who satisfy Cambridge requirements concerning moderation and they will have to undergo training in assessment before entering candidates.

Cambridge offers training in the form of a Coursework Training Handbook (CTH).

### 7.1 Marking and moderation of Component 4: Coursework Assignment

#### Internal Moderation

When several teachers in a Centre are involved in internal assessments, arrangements must be made within the Centre for all candidates to be assessed to a common standard.

It is essential that within each Centre the marks within different teaching groups (e.g. different classes and different specialisms such as Textiles, Photography etc.) are moderated internally for the whole Centre entry. The Centre assessments will then be subject to external moderation by Cambridge.

#### External Moderation

Cambridge sends a computer-printed Coursework mark sheet MS1 to each Centre (in late March for the June examination series and in early October for the November examination series) showing the names and candidate numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the form MS1.

The top copy of the form MS1 mark sheet must be despatched in the envelope provided, to arrive as soon as possible at Cambridge but no later than **30 April** for the June examination and **31 October** for the November examination.

Please refer to the *Cambridge Administrative Guide* 2014 for instructions regarding the selection of the sample. The sample must be sent to Cambridge along with the corresponding Individual Candidate Record cards, Coursework Assessment Summary Form and the second copy of MS1, to reach Cambridge by **30 April** for the June examination series and **31 October** for the November examination series.

A further sample of Coursework may subsequently be required. All records and supporting written work should be retained until after the publication of the results.

Where work is too fragile or bulky or otherwise unsuitable to be sent by post, a photographic record of the work must be sent for moderation purposes. In this instance the Centre will be required to send an additional candidate's work to Cambridge for moderation. The Centre should select a candidate's work that is easily transportable and of a similar mark to the one originally requested.

The Principal and the Art and Design teacher will be required to sign a statement certifying the work submitted for assessment is the candidate's own unaided work.

Each Centre must ensure that each candidate's work is clearly identified by name and candidate number.

- (i) the marking criteria have been applied;
- (ii) the marking is accurate and consistent;
- (iii) the marking has been standardised if more than one marker has been used.

Each Centre must ensure that all the work submitted for moderation is clearly labelled.

BLANK PAGE

**Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.**

Centre Number					Centre Name		Syllabus Code				June/November	2	0	1	4
Candidate Number					Candidate Name						Teaching Group/Set				

	AO1 Gathering, recording, research and investigation  (max 20)	AO2 Exploration and development of ideas  (max 20)	AO3 Organisation and relationships of visual and/or other forms  (max 20)	AO4 Selection and control of materials, media and processes  (max 20)	AO5 Personal vision and presentation  (max 20)	
Marks to be transferred to Coursework Assessment Summary Form						TOTAL  (max 100)



UNIVERSITY of CAMBRIDGE  
International Examinations

## A. INSTRUCTIONS FOR COMPLETING INDIVIDUAL RECORD CARDS

1. Complete the information at the head of the form.
2. Mark the Component 4: Coursework Assignment for each candidate according to instructions given in the Syllabus booklet.
3. Enter marks for the separate assessment objectives and the total mark in the appropriate spaces. Complete any other sections of the form as required.
4. Ensure that the addition of marks is independently checked.
5. **It is essential that the marks of candidates from different teaching groups within each Centre are moderated internally.** This means that the marks awarded to all candidates within a Centre must be brought to a common standard by the teacher responsible for co-ordinating the internal assessment (i.e. the internal moderator), and a single valid and reliable set of marks should be produced which reflects the relative attainment of all the candidates taking Component 4: Coursework Assignment at the Centre.
6. Transfer the marks to the Coursework Assessment Summary Form in accordance with the instructions given on that document.
7. Retain all Individual Candidate Record Cards and Coursework which **will be required for external moderation.** Further detailed instructions about external moderation will be sent in late March for the June Examination series and early October for the November Examination series. See also the instructions on the Coursework Assessment Summary Form.

**Note:** These Record Cards are to be used by teachers only for candidates who have undertaken Coursework as part of their Cambridge IGCSE.

ART AND DESIGN – Component 4: Coursework Assignment  
Coursework Assessment Summary Form  
Cambridge IGCSE 2014

Please read the instructions printed overleaf and the General Coursework Regulations before completing this form.

Centre					Centre		June/November	2	0	1	4
Syllabus Code					Syllabus						

Candidate Number	Candidate Name	Group/Set	AO1 Gathering, recording, research and investigation (max 20)	AO2 Exploration and development of ideas (max 20)	AO3 Organisation and relationships of visual and/or other forms (max 20)	AO4 Selection and control of materials, media and processes (max 20)	AO5 Personal vision and presentation (max 20)	Total Mark (max 100)	Internally Moderated Mark (max 100) (for Centres with more than one teaching group)

Name of teacher completing this form		Signature		Date						
Name of internal moderator		Signature		Date						

## A. INSTRUCTIONS FOR COMPLETING COURSEWORK ASSESSMENT SUMMARY FORMS

1. Complete the information at the head of the form.
2. List the candidates in candidate number order where this is known (see Item B1 below). Show the teaching group or set where applicable for each candidate. The initials of a teacher may be used to indicate the group or set.
3. Transfer each candidate's marks from his or her Individual Candidate Record Card to this form as follows:
  - (a) Where there are columns for individual skills or assignments enter the marks initially awarded (i.e. before internal moderation took place).
  - (b) In the column headed 'Total Mark', enter the total mark awarded before internal moderation took place.
  - (c) In the column headed 'Internally Moderated Mark', enter the total mark awarded *after* internal moderation took place.
4. Both the teacher completing the form and the internal moderator (or moderators) should check the form and complete and sign the bottom portion.

## B. PROCEDURES FOR EXTERNAL MODERATION

1. University of Cambridge International Examinations (Cambridge) sends a computer-printed Coursework mark sheet MS1 to each Centre (in late March for the June examination and in early October for the November examination) showing the names and candidate numbers of each candidate. Transfer the total internally moderated mark for each candidate from the Coursework Assessment Summary Form to the computer-printed Coursework mark sheet MS1.
2. The top copy of form MS1 must be despatched in envelope provided to arrive as soon as possible at Cambridge but no later than 30 April for the June examination and 31 October for the November examination.
3. Please refer to the *Cambridge Administrative Guide* 2014 for instructions regarding the selection of the sample. The sample must be sent to Cambridge along with the corresponding Individual Candidate Record Cards, Coursework Assessment Summary Form and the second copy of MS1, to reach Cambridge by **30 April** for the June examination series and **30 October** for the November examination series.
4. Where more than one teacher is involved in marking the work, you should indicate this on Form MS1 so that the sample will include candidates marked by all teachers. Candidates will be selected so that the whole range is covered, with marks spaced as evenly as possible from the top mark to the lowest mark.
5. Cambridge reserves the right to ask for further samples of Coursework.
6. Send, with the sample, any relevant instructions that were given to the candidates and information as to how internal moderation was carried out.



---

## 8. Grade descriptions

---

### Grade A

Candidates awarded Grade A will have met all the Assessment Objectives to a high level. They will have demonstrated a firm grasp of skills and a superior creative ability in the options chosen. Their work will show a high degree of organisation, extensive investigation and will be characterised by an interpretation which is highly personal and perceptive, reflecting informed and considered judgement.

### Grade C

Candidates awarded Grade C will have met most of the Assessment Objectives. They will have demonstrated competence in their grasp of skills and an appropriate creative ability in the options chosen. Their work will show a degree of organisation, and evidence of research, and will be characterised by self-awareness and straightforward personal response.

### Grade F

Candidates awarded Grade F will have met a few of the Assessment Objectives. They will have demonstrated limited skills and creative ability in the options chosen. Whilst showing evidence of interest and effort, their work will generally be weak in organisation, demonstrating only limited self-awareness. It will be characterised by a heavy reliance on secondary sources.

## 9. Appendix A: Guide to administering Art and Design examinations

Art and Design practical examinations often have specific requirements which are usually different from written examinations. In the majority of cases they will be held in the art studio but a significant number of Centres may choose to hold them in standard classrooms. Depending on the media that candidates are using, they may find that they have a considerable amount of equipment and materials on their work space. In addition, some candidates will need to be able to move around the studio because they need to access specific technical equipment and different materials.

These guidelines should be consulted by the teacher, prior to, during, and after the examination, and also by the invigilator.

You are advised to contact Cambridge where an issue arises that is not covered in these guidelines.

### Part 1: Prior to starting any supporting work

#### Teacher Information

##### Size and Weight of Work

Before candidates begin to plan their finished piece or start their supporting work, they must be aware of the size and weight restrictions. Each candidates work must not exceed **4.5kg; nor must it exceed 750 mm in any direction.**

##### Inappropriate Material

Candidates may work in any *appropriate* media. Cambridge does not wish to restrict the creative process behind works of art, but Teachers are reminded that the use of inappropriate media can be potentially dangerous to those packing the scripts and to the examiners. The following is a list of items presented in the past that are deemed to be inappropriate.

- Hypodermic needles
- Syringes
- Any glass, including mirrors
- Animal skin
- Fresh organic matter
- Barbed wire
- Plaster
- Unfired clay
- Razor blades
- Plant material with roots attached

Centres are advised to contact Cambridge if they are in doubt about the suitability of materials. Any work carried out in an inappropriate medium will not be assessed if Health and Safety considerations render this impossible. Teachers must be aware that certain materials will create problems with Customs and Excise or are CITES (Convention on International Trade of Endangered Species) listed.

##### Use of Sketchbooks

Candidates should be advised they may use a sketchbook for any drawings/other research material. If a candidate wishes to submit any of this as supporting work, then this must be detached from the sketchbook prior to the start of the examination.

## Part 2: Prior to the examination – supporting work

### Invigilator and Teacher Information

0400/01, 02 candidates must have **eight weeks**<sup>1</sup> preparatory time in which to produce their supporting work.

During the preparatory time, candidates should produce supporting work in response to **one** question from the question paper. They must bring this supporting work into the examination as their reference material.

Any pre-prepared material, such as outlines or sketches made onto the examination paper/canvas in advance of the examination, or pre-prepared tracings, are **not** allowed<sup>2</sup>. **The supporting work alone should act as the source material for the examination** and any tracing or copying that is required (e.g. for repeat-pattern designs for textiles) should take place **during** the examination.

If tracing paper is required during the examination (e.g. for repeat-pattern designs for textiles), then it must be attached to the supporting studies as evidence; this will, however, not contribute to the total number of sheets of supporting studies. Candidates' own photographs may be used as reference material but must also be submitted with the supporting studies (either mounted on the supporting studies sheets or included in a labelled envelope and attached to the work). Candidates must not take enlarged photographs into the examination to trace from.

Supporting work must be brought into the examination room at the start of the examination and must not leave the examination room until it is sent to Cambridge with the final examination piece. Candidates are not allowed access to their supporting work between examination sessions and they cannot replace work or submit additional supporting work once the examination has started. All supporting work must be labelled and must be clearly distinguishable from the final examination piece.

When the candidates arrive, ensure that all their supporting work is placed on their work stations.

All supporting work and examination work must be made secure after each session and overnight at the end of each day. Candidates who have not brought any supporting work to the start of the examination will not be allowed to submit any at a later time. They should be instructed to start the examination piece and not attempt to produce supporting work during the allotted examination time.

Candidates are **not** allowed to take books/magazines into the examination room as supporting work.

If a candidate decides that they do not want to submit all the supporting work that they have taken into the examination then the unwanted work must be handed to the invigilator at the end of the examination. This work should be clearly marked up as 'not to be submitted' and the invigilator must ensure that it is retained securely until after the end of the enquiries on results period.

### Additional Note for Teachers

Teachers are reminded that candidates should select sufficient supporting work to support the final examination piece(s). Supporting work comprises work that is the candidate's own work/photographs, and should be selected and organised in a manner that shows research, exploration of ideas, development of theme and experiments with media and materials.

---

<sup>1</sup> **eight weeks** is defined as school weeks in term time.

<sup>2</sup> Unless permission for a specific task has been granted by Cambridge.

## Part 3: The examination – preparation of materials

### Invigilator and Teacher information

Prepared grounds, such as patterned or textured paper, are permissible but any pre-prepared material, such as outlines or sketches made onto the paper/canvas in advance of the examination, or pre-prepared tracings, are **not** allowed. It is not permissible to transfer images from tracing paper (that has been prepared during the preparatory period), directly onto the examination paper. **The supporting work alone should act as the source material for the examination** and any tracing or copying that is required (e.g. for repeat-pattern designs for textiles) should take place **during** the examination.

If tracing paper is required during the examination (e.g. for repeat-pattern designs for textiles), then it must be attached to the supporting studies as evidence; this will, however, not contribute to the total number of sheets of supporting studies. Candidates' own photographs may be used as reference material but must also be submitted with the supporting studies (either mounted on the supporting studies sheets or included in a labelled envelope and attached to the work). Candidates must not take enlarged photographs into the examination to trace from.

The following are **NOT** to be included in the time allowance for the examination:

- arrangement of still life groups
- mixing of photographic chemicals and washing and drying of prints
- rest periods for life models
- casting, mounting and trimming of work
- stretching of screens/preparation of blocks
- trimming and mounting of finished piece(s).

All ceramic work must be fired and completed before assessment. It is recommended that candidates undertaking this approach have their examination scheduled as early as possible within the period, as considerable time is needed for drying and firing. It is also advisable to photograph ceramic work at each stage, in case of accidents in the kiln.

Any painted work must be carried out in a quick-drying medium and must be completely dry before it is despatched for marking.

The use of computers is acceptable; as with all supporting work, the work produced on the computer must be the candidate's own work. Computers can be used for supporting studies and in the examination itself.

## Part 4: Invigilation of the examination

### Invigilator and Teacher Information

The Teacher who has prepared the candidates for the examination must **not** be the sole the invigilator. However, it is necessary that a teacher who has prepared the candidates be available at the start of each examination session and as required throughout the whole examination to deal with any technical issues that may arise (see the *Cambridge Handbook*).

1. Familiarise yourself with the *Checklist for Invigilators*, which applies to Invigilators of both written and practical examinations. Cambridge regulations require that all persons, except members of staff acting as invigilators, or other authorised personnel such as artist's models, and the candidates engaged in each examination, must be excluded from the examination room.
2. Prior to the arrival of the candidates and the start of the examination, familiarise yourself with the set up of the room. It is unlikely that the room will be free from art work but you should be confident that candidates cannot easily access any work that is not their own, to copy or submit as their own.

3. Where possible candidates should carry out the work in sessions lasting no more than three hours.
4. Centres are provided with a final date by which the examination must be completed and should schedule the examination date/s accordingly within that period. In some cases it may be necessary for Centres to schedule different groups of candidates to take the same examination on different days. For example 0400/01 candidates *A to M* take the examination on 4, 5 and 6 April and candidates *N to Z* take the same examination on 10, 11 and 12 April.  
In some cases, it may be necessary for examination dates to be rescheduled. Candidates who may qualify for Special Consideration due to missing part of the examination because of recent illness, accident, etc. (see the *Cambridge Handbook*) may be advised to reschedule their examination later in the period. Centres are advised to refer to the *Cambridge Handbook* and to seek clarification from Cambridge.  
Rescheduling within the period should not be used to accommodate candidates who might have failed to turn up for a session without good reason.
5. Whilst Cambridge does not encourage the use of mp3 players, personal radios, mobile/cell phones (for candidates to listen to music), it remains at the Centre's discretion to make them permissible. Centres need to be aware that many such devices now also store visual images and that invigilation must ensure that candidates only use them to play music.
6. All candidates must be provided with their own equipment such as scissors, erasers, paint, etc. Candidates should not need to share basic art equipment.
7. During the examination, it is recognised that some movement by candidates and spoken instructions may be necessary – but please ensure that these are essential to the examination. All equipment and chemicals should be arranged so as to minimise the need for any movement. Throughout the examination, a subject specialist should be made available to help you deal with any technical difficulties or safety issues that may arise. Candidates should initially direct questions/issues relating to technical matters and materials to the invigilator, who will in turn refer them to the available technician/teacher.
8. Candidates must not talk to each other or distract each other in any way.
9. The invigilator must be constantly vigilant and observant.
10. You should move around the studio. In the unlikely event that there is a serious breach of examination security (e.g. obvious collusion between candidates), the Head of Centre should be informed and the incident detailed on the Supervisor's Report. Cambridge must be informed **immediately** of any such incident. If a candidate is disruptive, the Head of Centre should be informed and the candidate should be removed quietly from the examination room. Again, Cambridge must be informed **immediately** of such an incident.
11. If a candidate appears to be having problems with faulty equipment or if they incur any accidents such as water being spilt and spoiling work, inform the technician/teacher. A note should be made on the Supervisor's Report of any such help given to the candidate and included with the scripts for despatch to Cambridge.
12. Invigilators and technicians/teachers must not comment on any aspect of the candidates' work, and should not communicate with candidates except for administrative or safety reasons. It is permissible for teachers to instruct candidates on clearing up and tidying procedures at the end of the session and as appropriate throughout the examination.
13. If a candidate is experiencing difficulties in the examination, communication should be with that candidate only and general announcements should not be made. If there is a problem with the equipment supplied, an announcement may be made but, again, a note **must** be made in the Supervisor's Report, detailing the announcement and reasons, and included in the scripts for despatch to Cambridge.

## Part 5: At the end of the examination

### Teacher Information

1. Work carried out using chalk, pastels or charcoal **must** be fixed before despatch.
2. Candidates' work should not be individually wrapped in tissue paper or protective film as this not only adds to the transportation costs but hinders the marking process. If necessary, a single loose sheet of tissue paper could be placed on top of the work.
3. Trimming and mounting of work is not included in the examination time. This should be completed after the examination but the Centre must ensure that the work remains secure and within the weight/size restrictions. Centres are advised not to mount work using heavy card or board.
4. Candidates must be instructed to label their work correctly. The candidate's name, number and Centre number must all be written clearly on the labels provided. The label must be attached to the top right-hand corner of the **front** of each sheet of work. As a precaution, the same information should be printed clearly on the reverse of the work.
5. If a candidate has produced supporting work that they then decide they do not wish to submit for assessment, this work must be handed to the invigilator at the end of the examination. The work should be clearly marked up as 'not to be submitted' and the Centre must ensure that this work is retained securely until after the end of the enquiries on results period.

## Part 6: Despatch of examination work and supporting work

### Teacher Information

1. The examination work and the appropriate supporting work must be packed together with the examination work on top. Supporting work must be securely fastened to the examination piece at the top left-hand corner, and it must be packed in candidate number order so that candidate with the lowest candidate number is placed on top of the pile, i.e. the order in which the candidates appear on the attendance register. The attendance register must be placed on the top of the pile.
2. Ideally, work should not be folded or rolled.
3. Any 3D work must be packed in durable containers and in such a way as to minimise the movement of the work within the container. Centres are advised to obtain polythene 'bubble wrap'. Newspaper and sawdust are not suitable packing materials.
4. Examination work and supporting work must be sent to Cambridge as soon as it is completed. Centres should not wait until the end of the examination period before despatching the work.
5. Where possible the work should be packed in the large white plastic envelopes provided by Cambridge.

**Work for each component must be packed separately.** All work should be sent to:

University of Cambridge International Examinations (Cambridge)  
Hill Farm Road  
Whittlesford  
Cambridge  
United Kingdom  
CB22 4FZ

## 10. Appendix B: Art and Design Identification labels

0400 Component 1: Examination Piece(s)									
<b>Observational/Interpretative Assignment</b>									
Centre Name									
Centre No.						Candidate No.			
Candidate Name									
Question Number									
Title									

0400 Component 2: Examination Piece(s)									
<b>Design Assignment</b>									
Centre Name									
Centre No.						Candidate No.			
Candidate Name									
Question Number									
Title									

<b>Supporting Studies</b>		0400 Component 1							
Centre Name									
Centre No.						Candidate No.			
Candidate Name									

<b>Supporting Studies</b>		0400 Component 2							
Centre Name									
Centre No.						Candidate No.			
Candidate Name									

<b>Supporting Studies</b>		0400 Component 1							
Centre Name									
Centre No.						Candidate No.			
Candidate Name									

<b>Supporting Studies</b>		0400 Component 2							
Centre Name									
Centre No.						Candidate No.			
Candidate Name									

0400 Component 4:									
<b>Coursework Assignment</b>									
<b>Supporting Portfolio</b>									
Centre Name									
Centre No.						Candidate No.			
Candidate Name									
Area									

0400 Component 3:									
<b>Critical and Historical Assignment</b>									
Centre Name									
Centre No.						Candidate No.			
Candidate Name									
Title									

0400 Component 4:									
<b>Coursework Assignment</b>									
<b>One final Outcome</b>									
Centre Name									
Centre No.						Candidate No.			
Candidate Name									
Area									



## 11. Appendix C: Additional information

### Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

### Recommended prior learning

Candidates beginning this course are not expected to have studied Art and Design previously.

### Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A\* in Cambridge IGCSE Art and Design are well prepared to follow courses leading to Cambridge International AS and A Level Art and Design, or the equivalent.

### Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

### Grading and reporting

Cambridge IGCSE results are shown by one of the grades A\*, A, B, C, D, E, F or G indicating the standard achieved, Grade A\* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. 'Ungraded' will be reported on the statement of results but not on the certificate.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains...
  - ... the minimum mark necessary for a Grade A\* obtains a percentage uniform mark of 90%.
  - ... the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.
  - ... the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.
  - ... the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.
  - ... the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.
  - ... the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.
  - ... the minimum mark necessary for a Grade F obtains a percentage uniform mark of 30%.
  - ... the minimum mark necessary for a Grade G obtains a percentage uniform mark of 20%.
  - ... no marks receives a percentage uniform mark of 0%.



Candidates whose mark is none of the above receive a percentage mark in between those stated, according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The percentage uniform mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one series to another and from one subject to another) and it has been turned into a percentage.

## Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **www.cie.org.uk**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **www.cie.org.uk/igcse**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **http://teachers.cie.org.uk** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

## 12. Appendix D: Additional information – Cambridge International Level 1/Level 2 Certificates

### Prior learning

Candidates in England who are beginning this course should normally have followed the Key Stage 3 programme of study within the National Curriculum for England.

Other candidates beginning this course should have achieved an equivalent level of general education.

### NQF Level

This qualification is approved by Ofqual, the regulatory authority for England, as part of the National Qualifications Framework as a Cambridge International Level 1/Level 2 Certificate.

Candidates who gain grades G to D will have achieved an award at Level 1 of the National Qualifications Framework. Candidates who gain grades C to A\* will have achieved an award at Level 2 of the National Qualifications Framework.

### Progression

Cambridge International Level 1/Level 2 Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

This syllabus provides a foundation for further study at Levels 2 and 3 in the National Qualifications Framework, including GCSE, Cambridge International AS and A Level GCE, and Cambridge Pre-U qualifications.

Candidates who are awarded grades C to A\* are well prepared to follow courses leading to Level 3 AS and A Level GCE Art and Design, Cambridge Pre-U Art and Design, IB Certificates in Visual Art, or the Cambridge International AS and A Level Art and Design.

### Guided learning hours

The number of guided learning hours required for this course is 130.

Guided learning hours are used to calculate the funding for courses in state schools in England, Wales and Northern Ireland. Outside England, Wales and Northern Ireland, the number of guided learning hours should not be equated to the total number of hours required by candidates to follow the course as the definition makes assumptions about prior learning and does not include some types of learning time.

### Overlapping qualifications

Centres in England, Wales and Northern Ireland should be aware that every syllabus is assigned to a national classification code indicating the subject area to which it belongs. Candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables. Candidates should seek advice from their school on prohibited combinations.

## Spiritual, Ethical, Social, Legislative, Economic and Cultural Issues

The study of Art and Design is fundamentally linked to these issues by encouraging candidates to explore and evaluate their own ideas and work and by exploring the work of contemporary and past practitioners.

This syllabus encourages candidates to explore beyond their own cultural, religious, spiritual and moral viewpoints with opportunities in all components to investigate works of art, architecture and design. Art and Design can also contribute to exploration of self: candidates are encouraged to investigate how artists have explored the human condition. As a result of this, candidates develop a notion of beliefs and ideals that have been held and are able to use these to reflect on their own work. This then encourages a development of self-awareness and critical understanding.

This syllabus also promotes an understanding of cultural traditions and an ability to respond to a variety of aesthetic experiences. Candidates acquire a respect for their own culture and that of others, an interest in others' ways of doing things and a curiosity about differences.

## Sustainable Development, Health and Safety Considerations and International Developments

There are opportunities in this syllabus to investigate local, national and international contributions to the field of Art and Design. For example, all components (especially components 3 and 4) give candidates the opportunity to investigate practitioners, practices and movements from local, national and international sources as appropriate.

Cambridge has developed this syllabus in line with UK, European and International legislation and agreements. This syllabus provides opportunities to consider the European dimension.

## Avoidance of bias

Cambridge has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind.

## Language

This syllabus and the associated assessment materials are available in English only.

## Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website **[www.cie.org.uk](http://www.cie.org.uk)**

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## Key Skills

The development of the Key Skills of application of number, communication, and information technology, along with the wider Key Skills of improving your own learning and performance, working with others and problem solving can enhance teaching and learning strategies and motivate students towards learning independently.

This syllabus will provide opportunities to develop the Key Skills of

- application of number
- communication
- information technology
- improving own learning and performance
- working with others
- problem solving.

The separately certificated Key Skills qualification recognises achievement in

- application of number
- communication
- information technology.

Further information on Key Skills can be found on the Ofqual website (**[www.ofqual.gov.uk](http://www.ofqual.gov.uk)**).

## Support and resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to **[www.cie.org.uk/igcse](http://www.cie.org.uk/igcse)**. Click the **Subjects** tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website **<http://teachers.cie.org.uk>** which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

University of Cambridge International Examinations  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [international@cie.org.uk](mailto:international@cie.org.uk) [www.cie.org.uk](http://www.cie.org.uk)

® IGCSE is the registered trademark of University of Cambridge International Examinations

© University of Cambridge International Examinations 2011