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**ART AND DESIGN**

**9837/03**

Paper 3 Project

**May/June 2018**

MARK SCHEME

Maximum Mark: 100

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This document consists of **4** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

The Project is marked according to the assessment criteria below.

Level	Assessment Objective 1 Record	Component 3 Project
5	a <b>perceptive</b> recording and analysis of observations, ideas and insights in visual and/or other forms, with sustained evidence of an <b>intuitive</b> understanding of intentions, meanings and development of own practice	25–30
4	a <b>confident</b> recording of observations, ideas and insights in visual and/or other forms, demonstrating <b>secure</b> understanding of intentions, meanings and development of own practice	19–24
3	a <b>coherent</b> recording of observations and insights in visual and/or other forms, demonstrating a <b>clear</b> understanding of intentions, meanings and development of work	13–18
2	a <b>basic</b> recording of observations and insights in visual and/or other forms, demonstrating a <b>limited</b> understanding of intentions and development of work	7–12
1	a <b>partial</b> recording of observations and insights in visual and/or other forms	1–6
0	<b>no</b> rewardable response	0

Level	Assessment Objective 2 Experiment	Component 3 Project
5	<b>creative</b> experimentation in the use of materials, techniques and processes; <b>convincingly</b> selecting and refining ideas, successfully identifying and interpreting relationships	17–20
4	<b>confident</b> and sustained experimentation in the use of materials, techniques and processes; <b>effectively</b> selecting and refining ideas	13–16
3	a <b>coherent</b> exploration of the use of appropriate materials, techniques and processes; <b>clear</b> understanding of ideas	9–12
2	a <b>basic</b> exploration of the use of relevant materials, techniques and processes; <b>limited</b> awareness in understanding and refining ideas	5–8
1	a <b>partial</b> exploration of the use of materials and processes	1–4
0	<b>no</b> rewardable response	0

Level	Assessment Objective 3 Develop ideas	Component 3 Project
5	a <b>fluent</b> investigation of ideas through <b>perceptive</b> analysis of objects, ideas, images and artefacts; <b>critical</b> understanding of purposes, meanings and their related contexts	17–20
4	a <b>confident</b> investigation of ideas through a <b>thoughtful</b> analysis of objects, ideas, images and artefacts; a <b>secure</b> understanding of purposes, meanings and their related contexts	13–16
3	a <b>coherent</b> investigation of ideas through a <b>competent</b> analysis of objects, ideas, images and artefacts; <b>clear</b> understanding of purpose and meaning	9–12
2	a <b>basic</b> investigation of ideas through <b>moderate</b> analysis of objects, ideas, images and artefacts; <b>limited</b> awareness of purpose and meaning	5–8
1	a <b>partial</b> investigation of ideas through an <b>uneven</b> analysis of objects, ideas, images and artefacts; <b>incomplete</b> awareness of purpose and meaning	1–4
0	<b>no</b> rewardable response	0

Level	Assessment Objective 4 Realise	Component 3 Project
5	a personal, <b>inventive</b> and engaged response; <b>significant</b> realisation of intentions; articulates significant connections communicating <b>incisive</b> critical understanding and <b>perceptive</b> judgements	25–30
4	a personal, confident response; <b>effective</b> realisation of intentions and a <b>secure</b> critical understanding; <b>assured</b> communication of connections	19–24
3	a personal, <b>coherent</b> response; <b>clear</b> realisation of intentions and some critical understanding; explains <b>relevant</b> connections	13–18
2	a <b>basic</b> response, realising intentions; demonstrates <b>simple</b> connections	7–12
1	a <b>partial</b> response with some realisation of intentions; <b>incomplete</b> awareness of connections	1–6
0	<b>no</b> rewardable response	0