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Cambridge Assessment International Education

Cambridge IGCSE™ (9–1)

ART AND DESIGN **0989/02**

Paper 2 Externally Set Assignment **May/June 2020**

MARK SCHEME

Maximum Mark: 100

Published

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

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

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

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

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

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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.

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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.

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Marks	AO1: Record ideas, observations and insights relevant to intentions as work progresses 25 marks	AO2: Explore and select appropriate resources, media, materials, techniques and processes 25 marks	AO3: Develop ideas through investigation, demonstrating critical understanding 25 marks	AO4: Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language 25 marks
21–25	**Excellent** skill in recording observations from a variety of relevant sources, showing intentions **effectively**	**Excellent** exploration of media, materials, techniques and processes, showing **effective** selection of relevant resources	**Excellent** development of ideas through investigation, demonstrating **effective** critical understanding	**Excellent** realisation of intentions, demonstrating **effective** understanding of visual language
16–20	**Confident** skill in recording observations from a variety of relevant sources, **consistently** showing intentions	**Confident** exploration of media, materials, techniques and processes, **consistently** selecting relevant resources	**Confident** development of ideas through investigation, **consistently** demonstrating critical understanding	**Confident** realisation of intentions, **consistently** demonstrating understanding of visual language
11–15	**Competent** skill in recording observations from a variety of relevant sources, showing **clear** intentions	**Competent** exploration of media, materials, techniques and processes, showing **clear** selection of relevant resources	**Competent** development of ideas through investigation, demonstrating **clear** critical understanding	**Competent** realisation of intentions, demonstrating **clear** understanding of visual language
6–10	**Satisfactory** skill in recording observations from several relevant sources, showing **some** intentions	**Satisfactory** exploration of media, materials, techniques and processes, showing **some** selection of relevant resources	**Satisfactory** development of ideas through investigation, demonstrating **some** understanding	**Satisfactory** realisation of intentions, demonstrating **some** understanding of visual language
1–5	**Limited** skill in recording observations from one or more sources, showing **basic** intentions	**Limited** exploration of media, materials, techniques and processes, showing **basic** selection of resources	**Limited** development of ideas through **basic** investigation	**Limited** realisation of intentions, demonstrating a **basic** understanding of visual language
0	No creditable work	No creditable work	No creditable work	No creditable work

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