



Cambridge Pre-U

ART AND DESIGN

9837/03

Paper 3 Project

May/June 2022

MARK SCHEME

Maximum Mark: 100

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.

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

Cambridge International is publishing the mark schemes for the May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

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

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

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

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