

# Cambridge IGCSE™

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**ART & DESIGN**

**0400/02**

Paper 2 Externally Set Assignment

**For examination from 2025**

MARK SCHEME

Maximum Mark: 100

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**Specimen**

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This document has **4** pages. Any blank pages are indicated.

**Generic Marking Principles**

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

**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 descriptions in mind.

**Assessment criteria for Paper 2 Externally Set Assignment**

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