



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**ART AND DESIGN**

**0400/01**

Paper 1 Broad-based assignment

**May/June 2016**

**8 hours**

**The question paper may be handed to candidates as soon as it is received. The examination can be scheduled at any time provided it is completed no later than 30 April.**

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**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number, name and question number on the labels provided and attach to the top right-hand corner of the front of each sheet of paper.

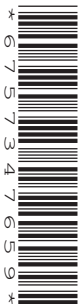
Answer **one** question.

In addition to the controlled test, up to **two** sheets (four sides) of A2 paper of supporting studies must be submitted. These supporting studies should be undertaken after receipt of this paper and prior to the controlled test. The supporting studies will act as your reference material which will inform your work during the examination.

Supporting studies must be taken into the examination room and must be submitted for external assessment together with your final examination work. The submission will be assessed as a whole.

At the end of the controlled test, place your final examination work on top of your supporting studies and fasten all your work together in the top left-hand corner.

All questions in this paper carry equal marks.



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The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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

## INFORMATION TO TEACHERS

The controlled test can be scheduled at **any time** provided it is completed by **30 April**.

During the preparatory period, candidates are required to produce their supporting studies in response to **one** question. They must bring this work to the start of the controlled test and these supporting studies must remain with the controlled test work under secure conditions.

Candidates cannot submit supporting studies after the start of the examination and they should not produce additional supporting studies during the controlled test.

From the work produced during the preparatory period, candidates are expected to select and organise which pieces of their supporting studies they want to submit in order to support the controlled test. Any work that they do not wish to submit should be clearly labelled as 'not to be submitted' and this work should be retained under secure conditions until after the end of the Enquiries about Results period. For additional guidance, you should refer to *A Guide to Administering Art and Design* and the *Cambridge Handbook*.

## INSTRUCTIONS TO CANDIDATES

You may seek initial guidance regarding the selection of question and appropriate choice of materials and processes at the start of the preparatory period from your teacher. You should research and investigate your ideas with *first-hand studies of primary sources*.

### What are *first-hand studies*?

First-hand studies can be carried out in a variety of methods, either by sketching a building, drawing a horse or apple or by taking a photograph of it. It should be **your** record and it should be made or produced directly from the *primary source*.

### What is a *primary source*?

A primary source is the actual item, object, building, person or so on. If the question asks you to produce a response to the starting point '*Dried flowers or seed pods*', and you look in a book or use an internet search engine, then this is *secondary source* material. If you gather together some actual dried flowers and real seed pods and analyse them directly, this is classed as *first-hand studies of primary source* material.

Your supporting studies **and** your controlled test work will be assessed out of a total of **100 marks**. During the preparatory period, you should prepare for the controlled test by researching and developing your ideas, attempting alternative outcomes and producing supporting studies to enable you to produce a response to **one** of the questions from this paper.

You are reminded that the supporting studies and the controlled test are marked together against **all** the assessment objectives. Assessment Objective AO1 is concerned with **gathering, recording, research and investigation**, and Assessment Objective AO2 is concerned with **exploration and development** of ideas. You should take this into account when preparing your supporting studies.

You must take these supporting studies with you on the first day of the examination. Your supporting studies will then remain, with your controlled test work, at the Centre while you complete the test.

At the end of the controlled test, you will be expected to edit your supporting studies and present them on no more than two sheets of A2 paper. You may mount work on both sides if you wish (four sides in total).

You must demonstrate, in **both** your supporting studies **and** your controlled test work, that you have:

- recorded your ideas from **first-hand studies** and investigated a number of different approaches
- considered alternative media and techniques
- selected appropriate materials
- shown evidence of the influence on your work of other artists, designers and/or crafts people
- indicated cultural references, personal evaluations and critical analysis.

### Quality of written communication

You are reminded that where written evidence is presented alongside any of your work for this component, both the practical work and the written information (commentary, notes and annotations) will be assessed in conjunction with each other and against all the assessment objectives.

You do not have to communicate in writing but if you do, then you should ensure that you:

- write in legible English
- check your spelling, punctuation and grammar to make sure that your meaning is clear
- use a style of writing that is appropriate and fits the context of the work
- organise information in a way that makes it clear and coherent
- use specialist terminology as appropriate
- reference correctly all source material.

Your work will be assessed using the following assessment objectives:

<b>AO1 Gathering, recording, research and investigation</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• investigate and research a variety of appropriate sources</li> <li>• record and analyse information from direct observation and/or other sources and personal experience</li> </ul>	<b>20</b>
<b>AO2 Exploration and development of ideas</b>	
<ul style="list-style-type: none"> <li>• explore a range of visual and/or other ideas by manipulating images</li> <li>• show a development of ideas through appropriate processes</li> </ul>	<b>20</b>
<b>AO3 Organisation and relationships of visual and/or other forms</b>	
<ul style="list-style-type: none"> <li>• organise and use the visual and/or other forms effectively to express ideas</li> <li>• make informed aesthetic judgements by recognising the effect of relationships between visual and/or other forms</li> </ul>	<b>20</b>
<b>AO4 Selection and control of materials, media and processes</b>	
<ul style="list-style-type: none"> <li>• show exploration and experimentation with appropriate materials</li> <li>• select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions</li> </ul>	<b>20</b>
<b>AO5 Personal vision and presentation</b>	
<ul style="list-style-type: none"> <li>• show personal vision and commitment through an interpretative and creative response</li> <li>• present an informed response through personal evaluation, reflection and critical thinking</li> </ul>	<b>20</b>
<b>Total</b>	<b>100</b>

Choose **one** question.

- 1 Some eggs in a carton with another cracked into a dish, alongside a glass bowl containing flour together with a packet of flour. Other appropriate items may be included.
- 2 Running water
- 3 Worn out
- 4 A figure, wearing shorts, sits cross-legged on a patterned cushion
- 5 Dismantled
- 6 Old rope and a weathered piece of wood
- 7 Trash or treasure
- 8 At the traffic lights
- 9 Flowers in a garden or public park
- 10 Play on words

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