

Cambridge International Examinations



# 0400 Art & Design IGCSE

## Paper 5: Coursework

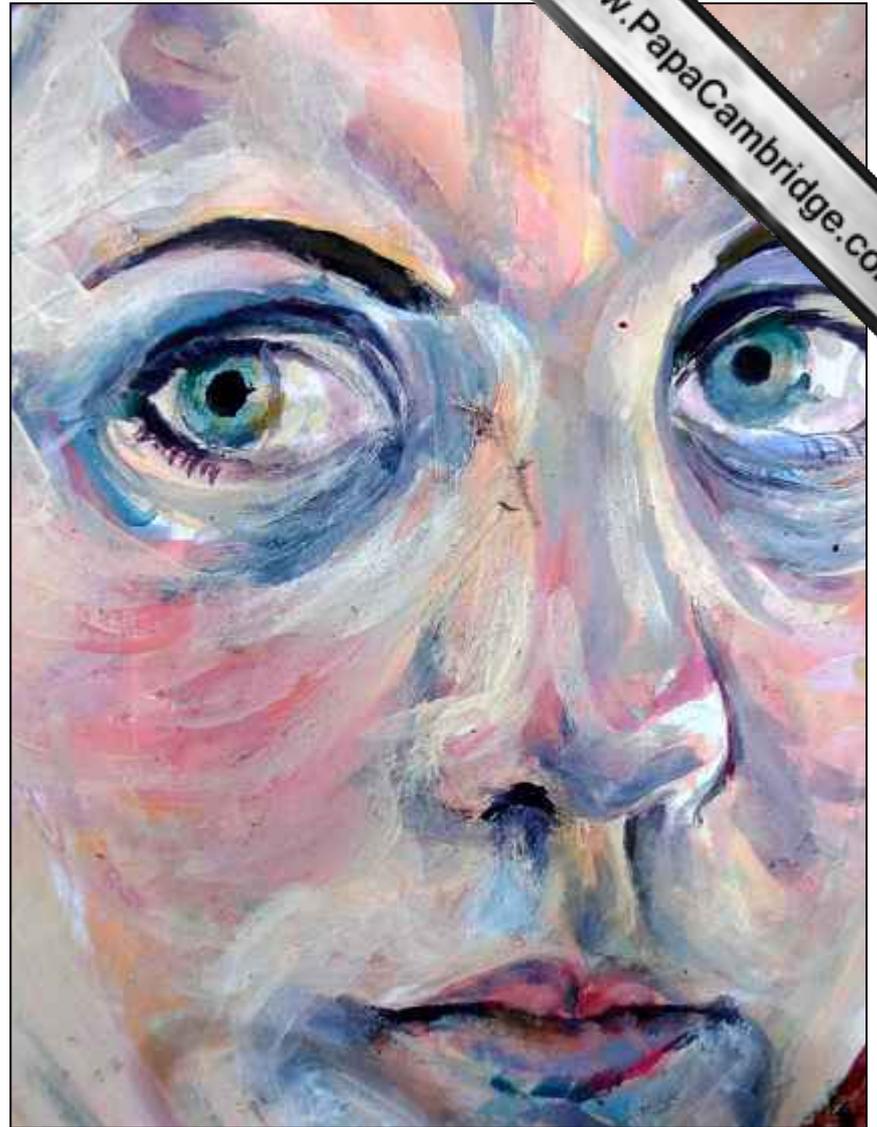
Standards November 2007

## Standard: 100

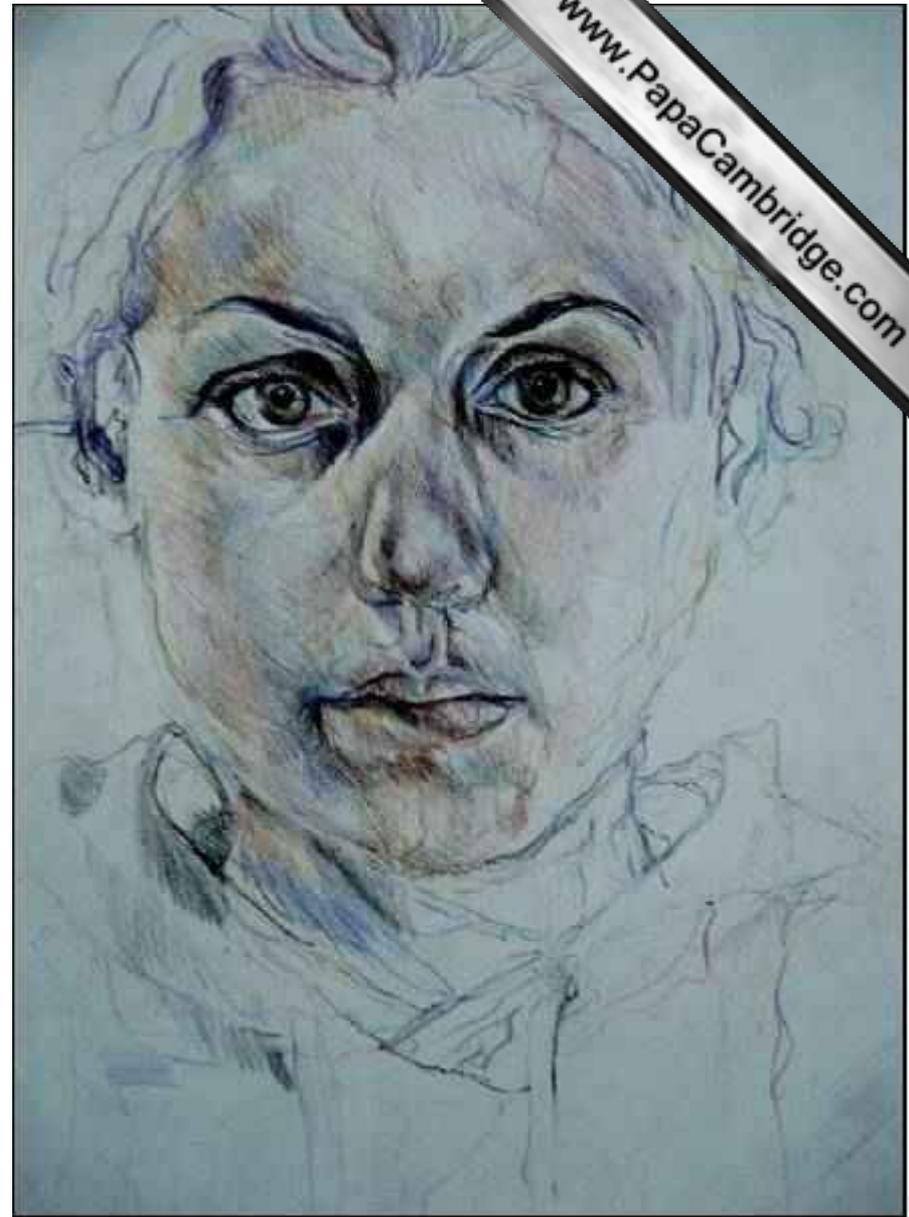
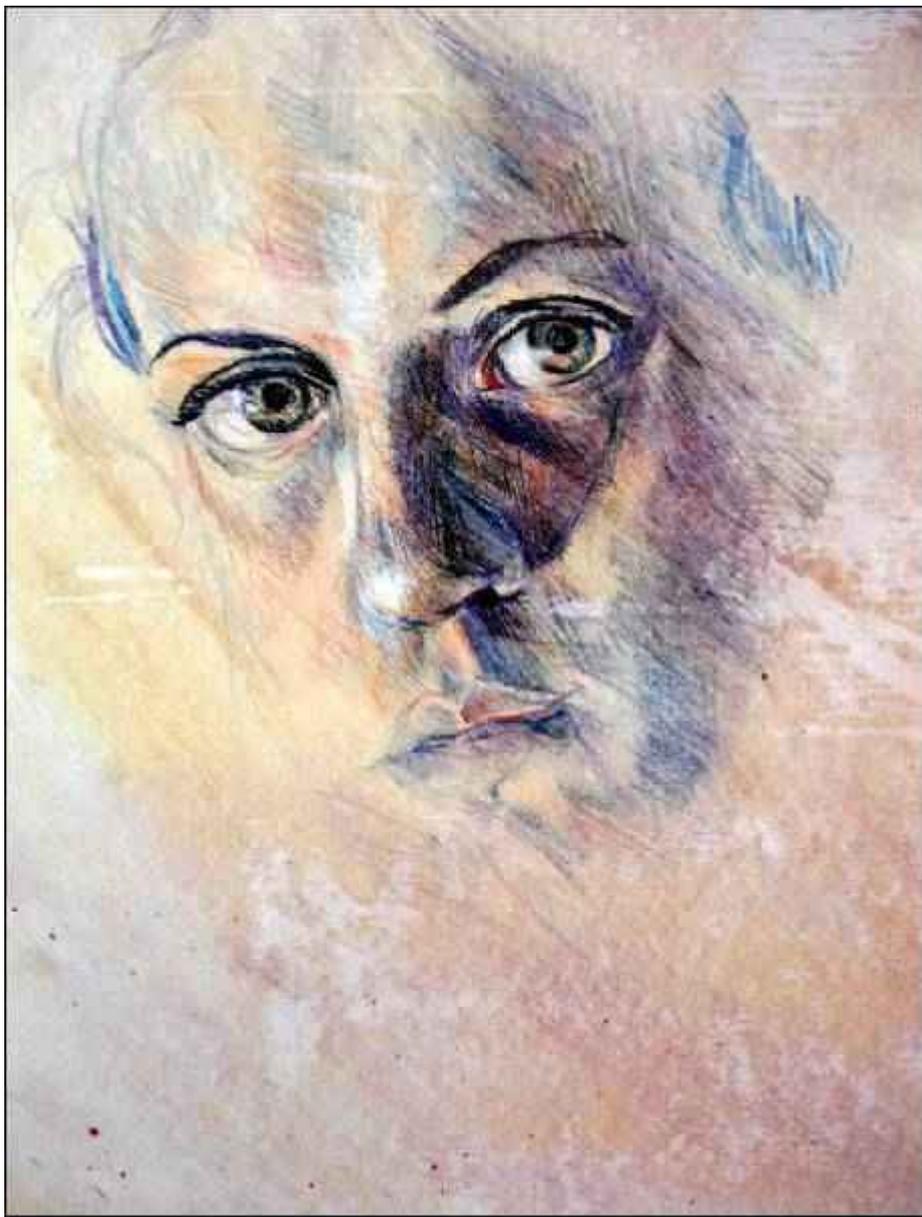
IGCSE 0400: Paper 5: Coursework			
A Knowledge with Understanding		Max mark	
1	recognise and render form and structure	5	5
2	appreciate space and spatial relationships in two or three dimensions and understand space in terms of pictorial organisation	5	5
3	use chosen media competently, showing clarity of intention and be able to explore surface qualities	5	5
4	handle tone and/or colour in a controlled and intentioned manner	5	5
B Interpretative and Creative Response			
5	express ideas visually	5	5
6	respond in an individual and personal way	10	10
7	demonstrate quality of idea as seen by interpretation rather than literal description of a theme	10	10
8	make informed aesthetic judgements	5	5
C Personal Investigation and Development			
9	show personal vision and commitment, through a mature and committed response	20	20
10	research appropriate resources	15	15
11	assess a design problem and arrive at an appropriate solution	5	5
12	show development of ideas through appropriate processes, worksheets etc. before arriving at a final solution	10	10

## Final Piece

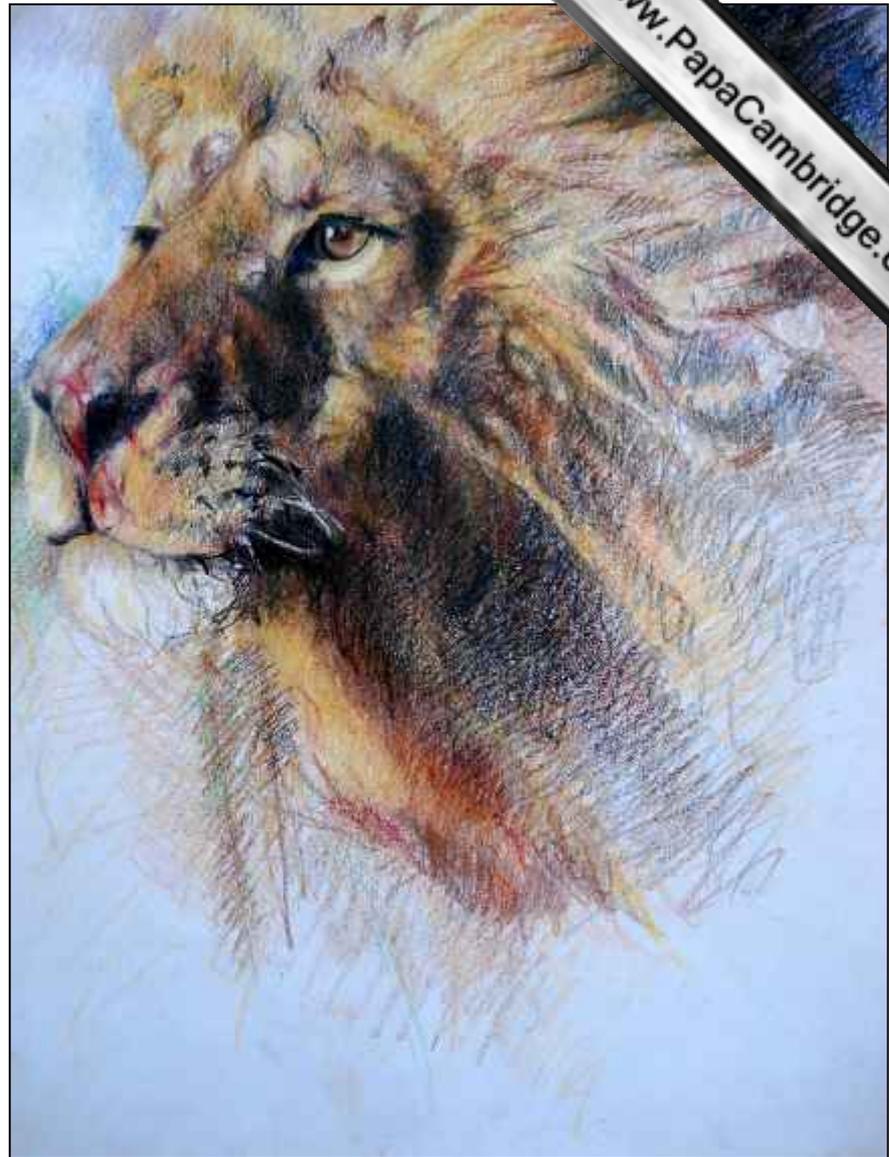




Supporting work



Supporting text or caption for the left image.

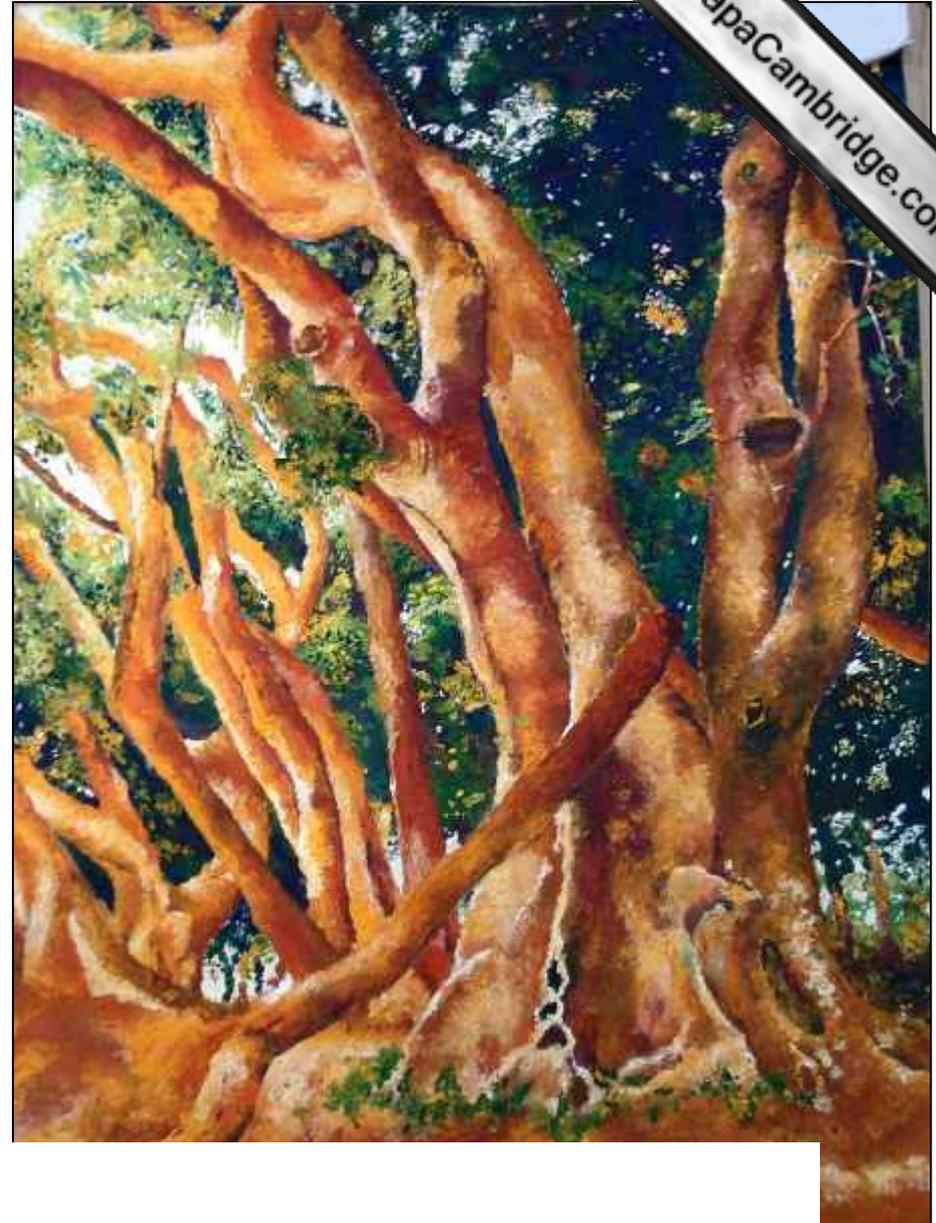


Supporting work



## Standard: 92

IGCSE 0400: Paper 5: Coursework			
A Knowledge with Understanding		Max mark	
1	recognise and render form and structure	5	5
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12	show development of ideas through appropriate processes, worksheets etc. before arriving at a final solution	10	9









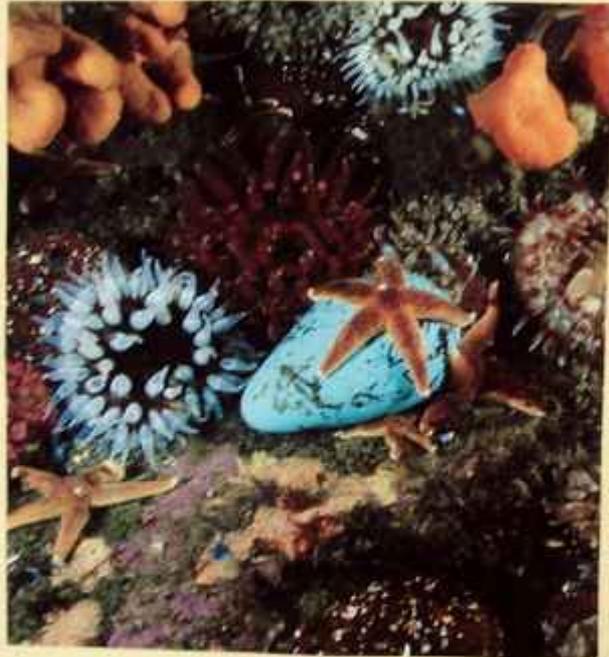
Supr

## Standard: 92

IGCSE 0400: Paper 5: Coursework			
A Knowledge with Understanding		Max mark	
1	recognise and render form and structure	5	5
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# Visual research on sea life

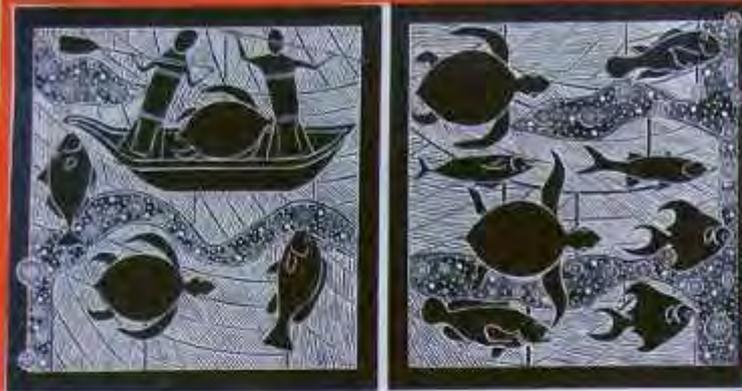


I find these different types of coral very attractive and interesting



I like the fact that corals can be found in different shapes and colours





*Miryaga ya Dhunggalaya* by Bondok Marika  
1990

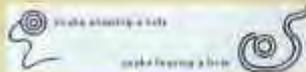


*Yam Design* by Bede Tungutahm  
1982

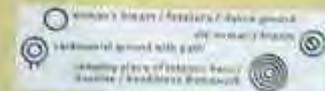


*Fala (Wild Potato) Dreaming*  
by Billy Stockman (Nupaltjari)  
1971

What some aboriginal  
symbols mean



*Katal Soukage* by Susie Bootja Nupangari  
1989



# Visual observations of sea life



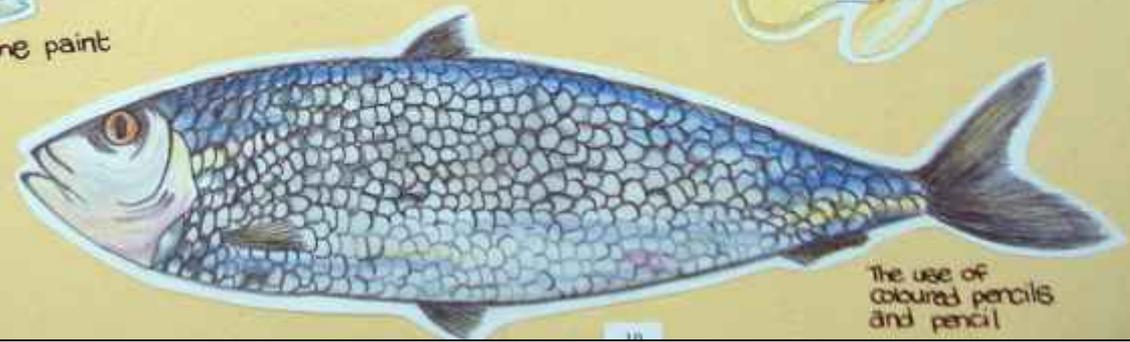
The use of pastels with paint on top, then scratched to see the underneath effect



pastels

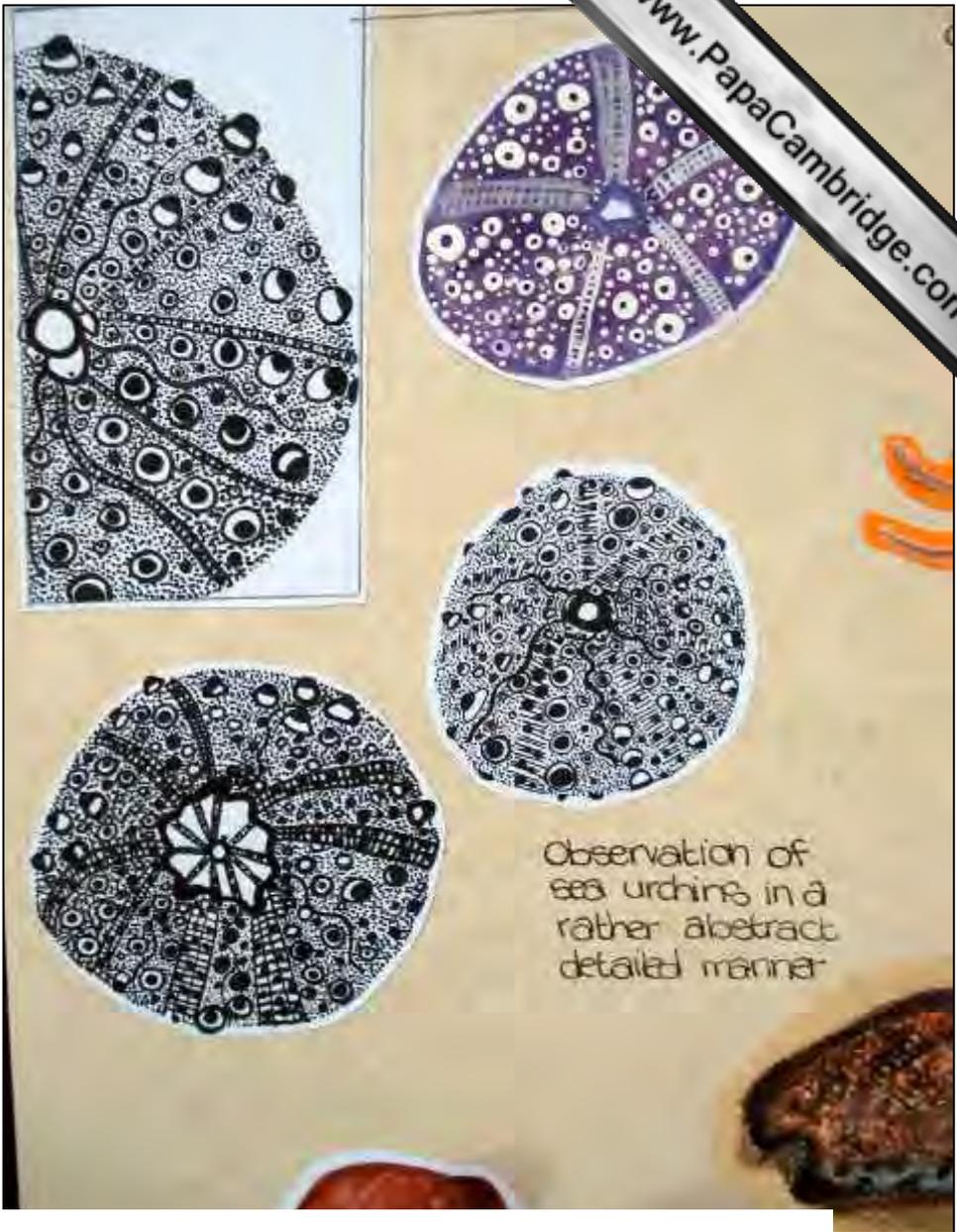


gouache paint



The use of coloured pencils and pencil



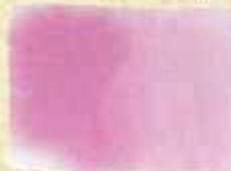


# Media experimentation

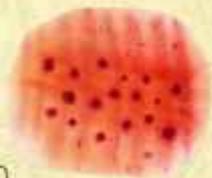
Used a jaunting stick to do the dots



From dark to light



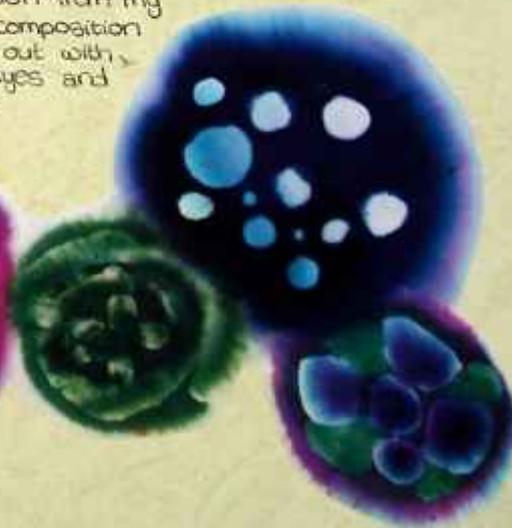
Batik



Applied dry dye on top of the underneath colour



A section from my final composition tried out with the dyes and wax





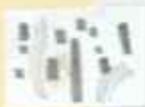
Handbags which may be used for the wedding



I find these styles of drawing very simple and nice. I like the fact that only one smooth line is used to outline each shape.



This dress is very interesting and pretty. The patterns on the dress were from observations of seashells.



Observation of a sea urchin and used the pattern in the 2008 dress.



Observation of a sea shell for ideas of patterns.

17



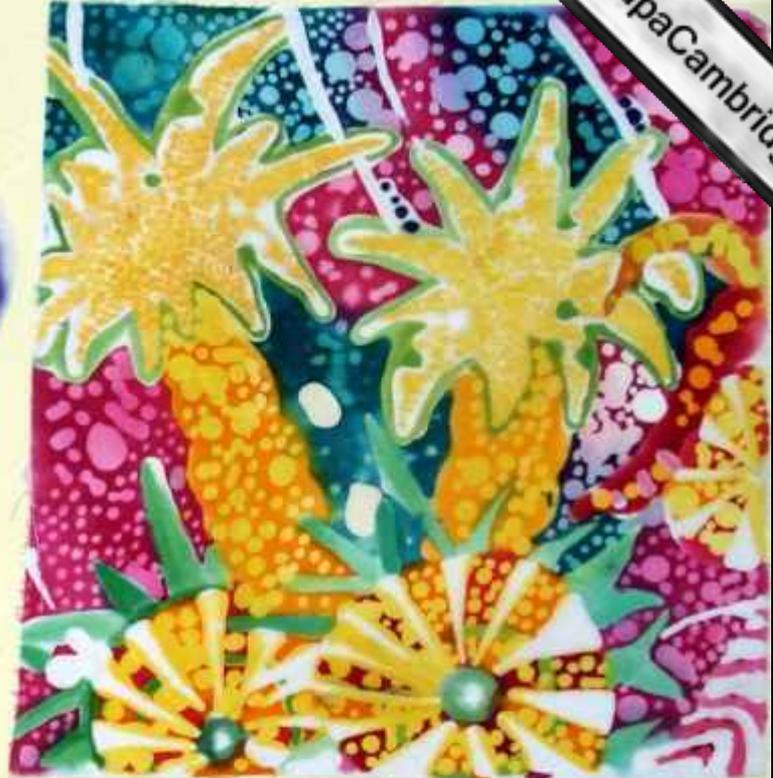
Trying out different colour dyes with the wax.



Dry dye applied



△ A section from my final composition

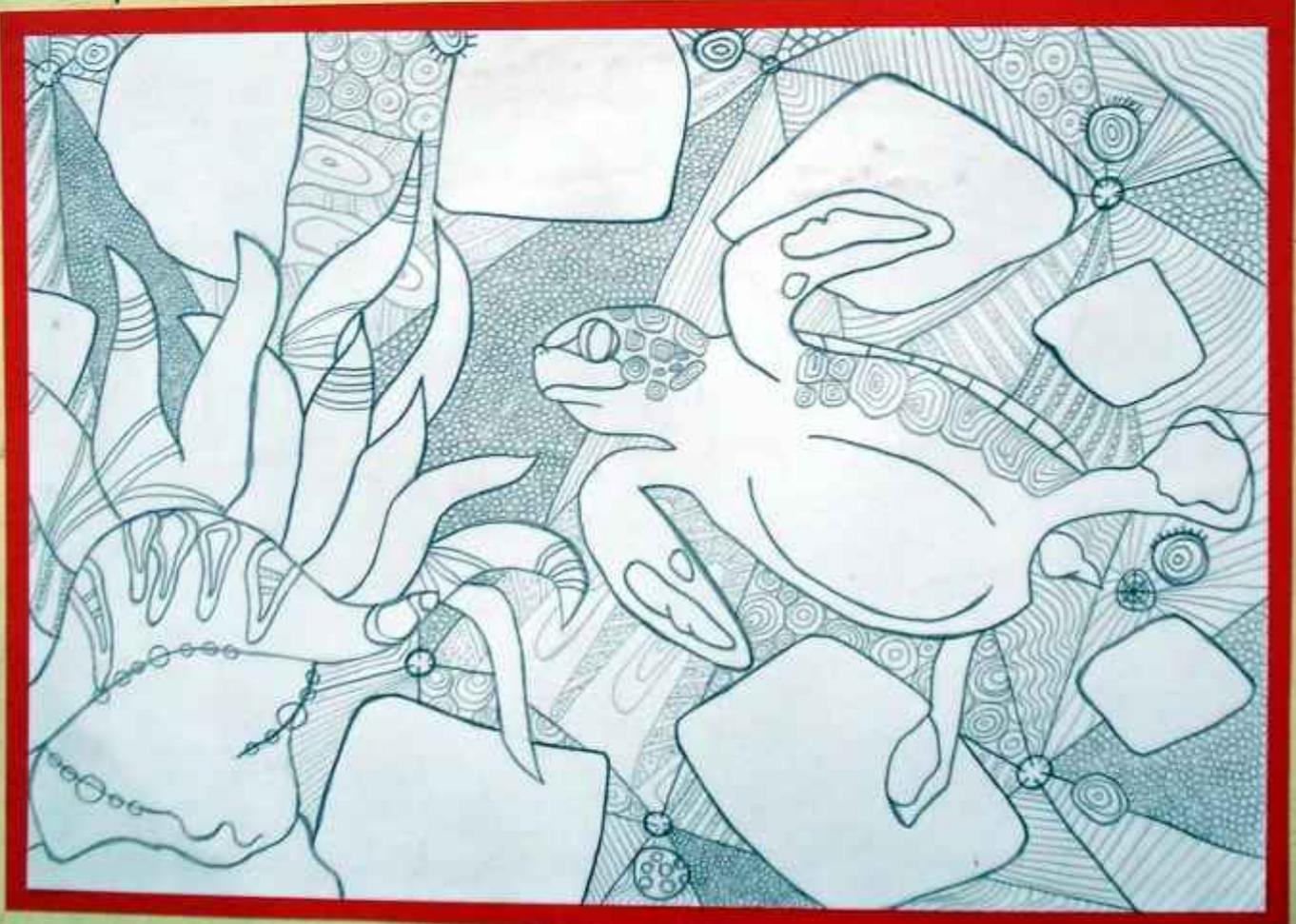


▽ A section from my final composition



All of my compositions  
inspired by aboriginal art

### Composition 1



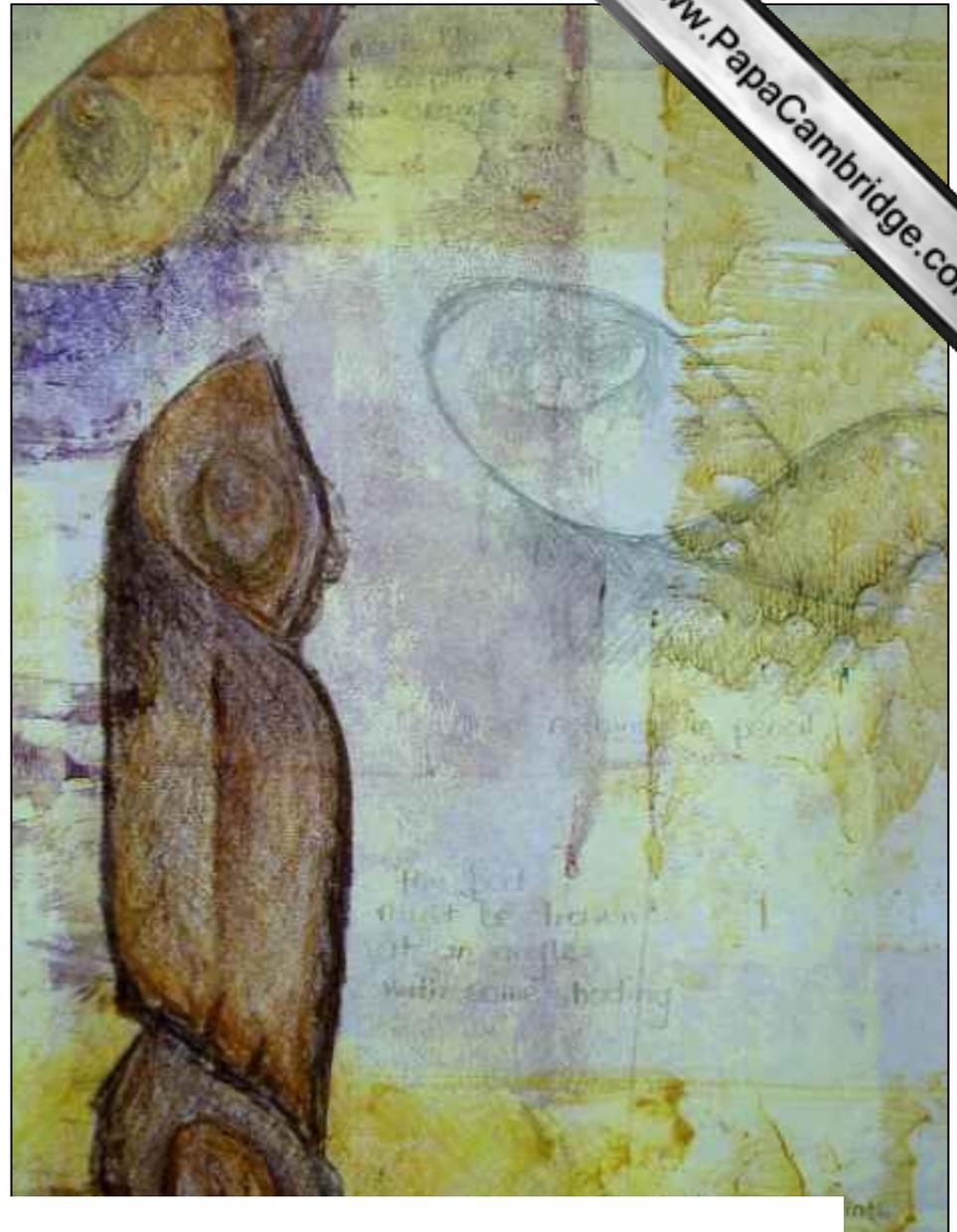
# Colour trials





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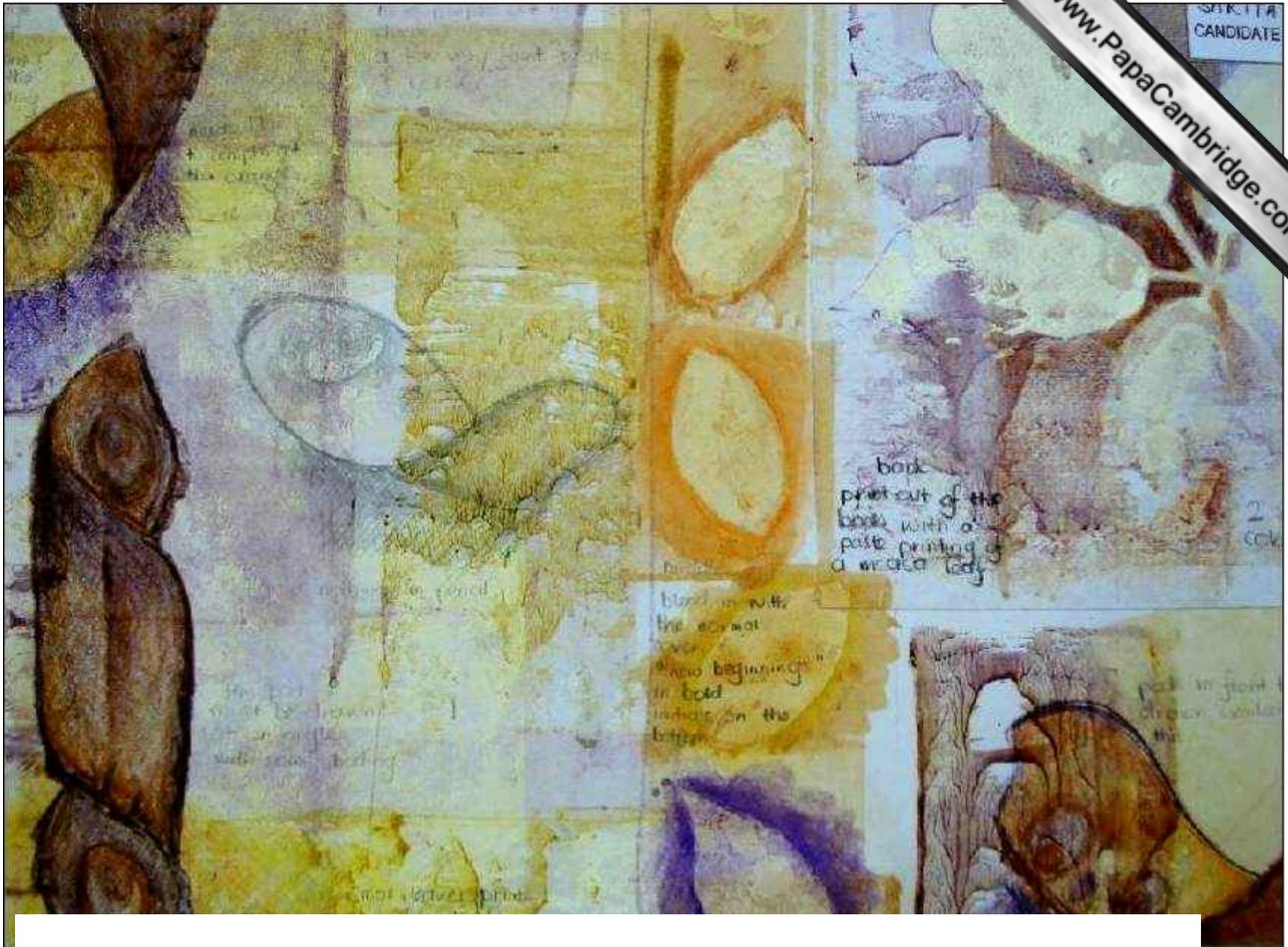


Continuation of...





SECRET  
CANDIDATE

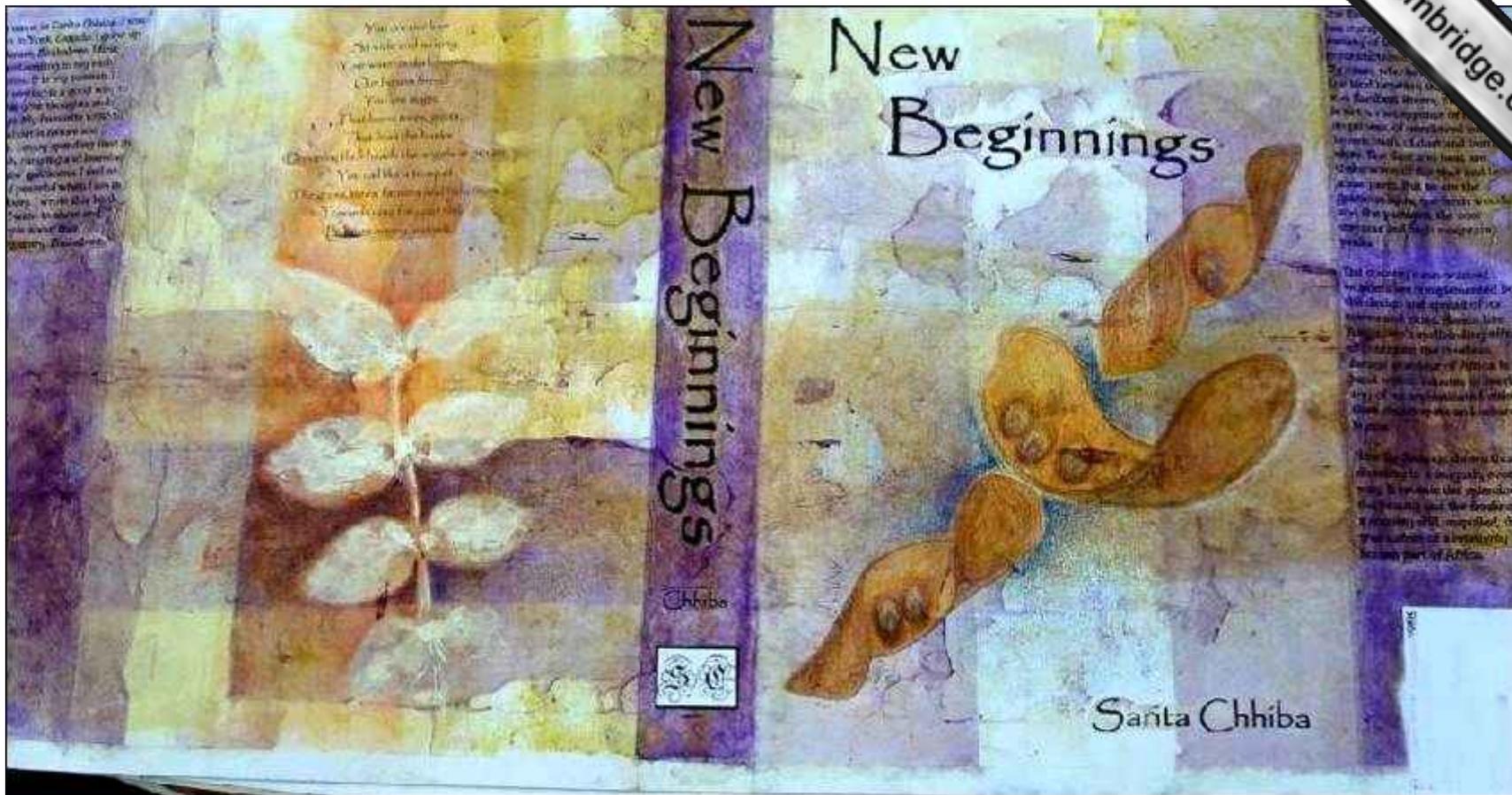


back  
print out of the  
book with a  
paste printing of  
a wicker lady

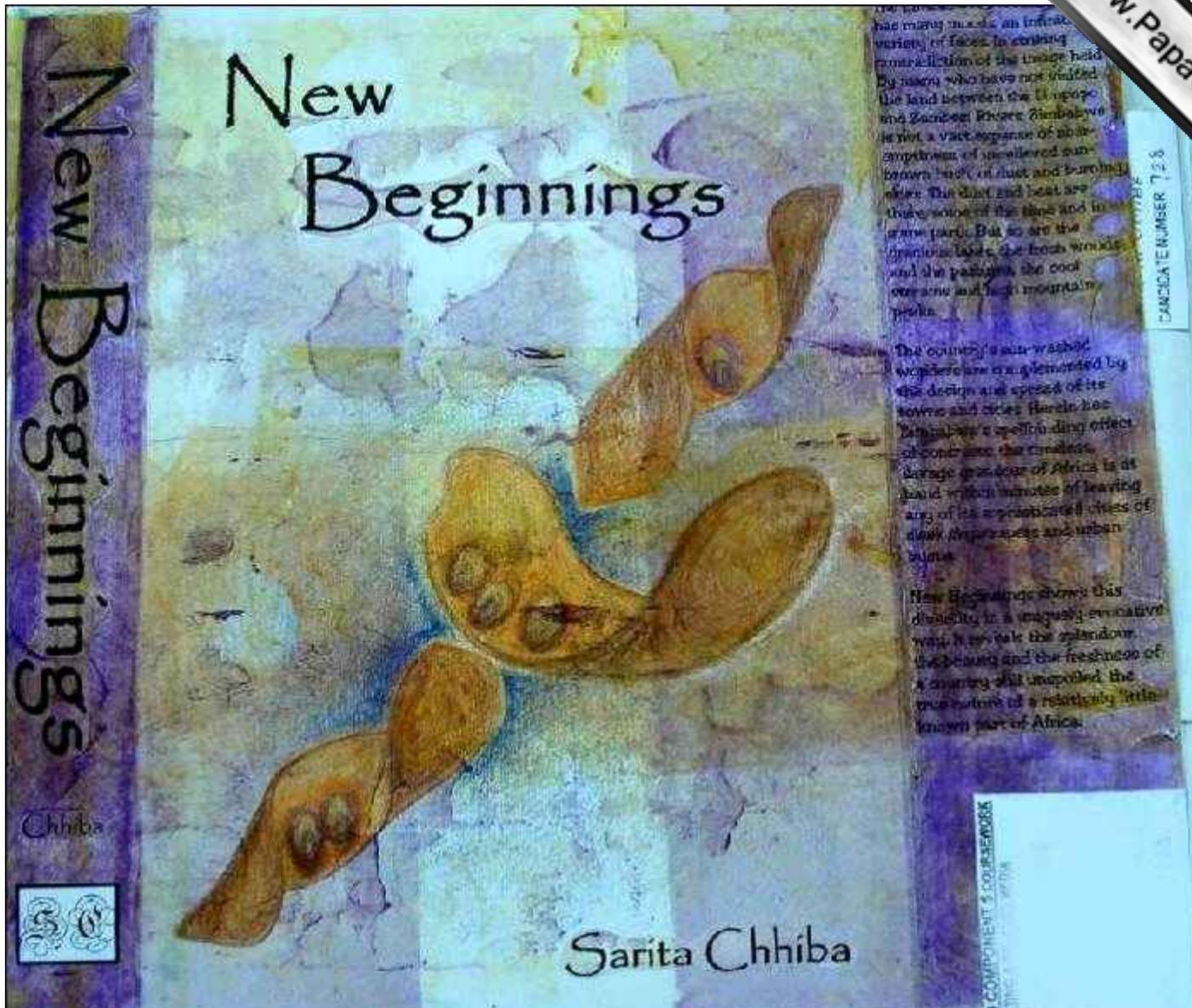
black in with  
the colour  
over  
"now beginning"  
in bold  
initials on the  
bottom

the first  
start to draw  
with some  
body

put in front  
draw another  
the



Final Piece



New Beginnings

# New Beginnings

Chhiba



Sarita Chhiba

...had many made an intricate  
 vision, of faces in coming  
 contraction of the image held  
 by man who has not united  
 the land between the Congo  
 and Zambezi River. Zimbabwe  
 is not a vast expanse of unob-  
 served sun, of dust and burning  
 after. The dust and heat are  
 there, some of the time and in  
 some parts. But so are the  
 greenish lakes, the fresh winds  
 and the pastures, the cool  
 overcast and high mountain  
 peaks.

The country's air-washed  
 wonders are exemplified by  
 the design and speed of its  
 towns and cities. Harare has  
 Zimbabwe's special-drawn effect  
 of concrete, the timeless  
 strange grandeur of Africa to its  
 head within minutes of leaving  
 any of its sophisticated class of  
 daily life, and urban  
 built.

New Beginnings shows this  
 diversity in a uniquely evocative  
 way. It reveals the splendour  
 of the country and the freshness of  
 a country still unspoiled, the  
 true nature of a relatively little-  
 known part of Africa.

PAPER NUMBER 7 13 8

COMPONENT 3 DOCUMENT



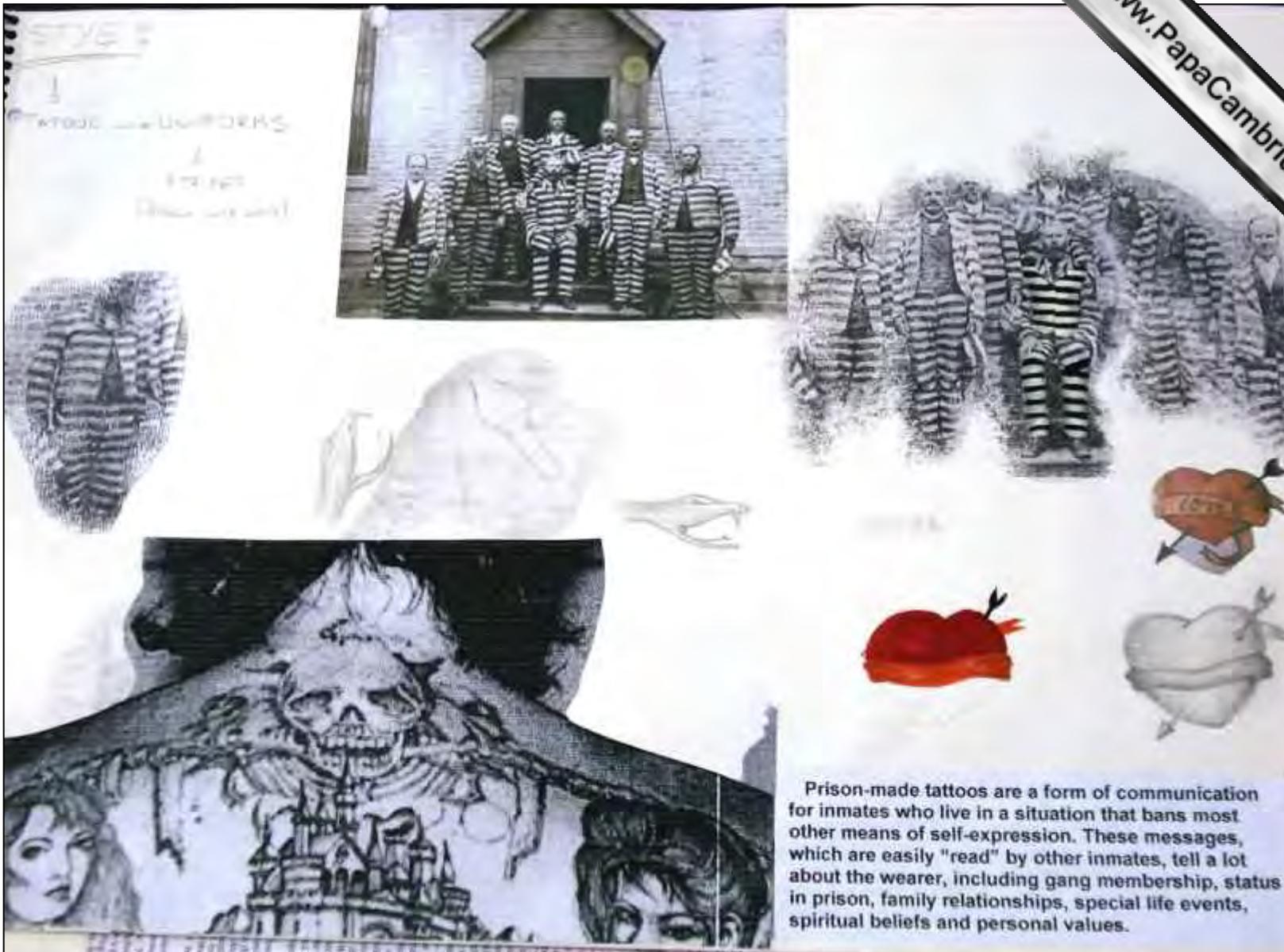
# Standard: 80

IGCSE 0400: Paper 5: Coursework			
A Knowledge with Understanding		Max mark	
1	recognise and render form and structure	5	4
2	appreciate space and spatial relationships in two or three dimensions and understand space in terms of pictorial organisation	5	4
3	use chosen media competently, showing clarity of intention and be able to explore surface qualities	5	4
4	handle tone and/or colour in a controlled and intentioned manner	5	4
B Interpretative and Creative Response			
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Final Piece







Prison-made tattoos are a form of communication for inmates who live in a situation that bans most other means of self-expression. These messages, which are easily "read" by other inmates, tell a lot about the wearer, including gang membership, status in prison, family relationships, special life events, spiritual beliefs and personal values.

# DEATH PENALTY

What does a man feel during its last moments?

↓

What is it that comes through his mind?

↓

remorse?

↓

Is he right good or bad?

↓

what steps could have been changed or not?

↓

Is he INNOCENT?

↓

Is he GUILTY?

↓

He is lost, there is no way out...

↓

NO MORE LEFT ⇒



Chile's economy grew by 5.8 percent in first quarter

SANTIAGO — Chile's gross domestic product grew 5.8 percent in the first quarter of the year, with virtually all areas of the economy expanding, the Central Bank reported yesterday. The report said that first-quarter growth was led by a 12 percent expansion in the manufacturing sector. The central bank also reported that the services sector grew 5.9 percent, construction 7.7 percent, mining 6.2 percent, and industry 7.5 percent. The government has forecast that growth will reach 6.5 to 6.8 percent this year, and GDP expanded last quarter by 5.8%.

Lenovo says annual profit up more than 600 percent

BEIJING — Lenovo Group Ltd., the world's third largest personal computer maker, said yesterday its operating profit rose more than 600 percent in its first fiscal year as it moved into and expanded following its acquisition of IBM Corp's PC unit. The company said its operating profit for the year through March 31 rose from 100 million yuan to 1.6 billion yuan, or 1600 percent, before the personal computer unit. Lenovo's American operations started its profitability in the fourth quarter, according to 40 of Lenovo's global regions were profitable in the first three months of 2007, Lenovo said.

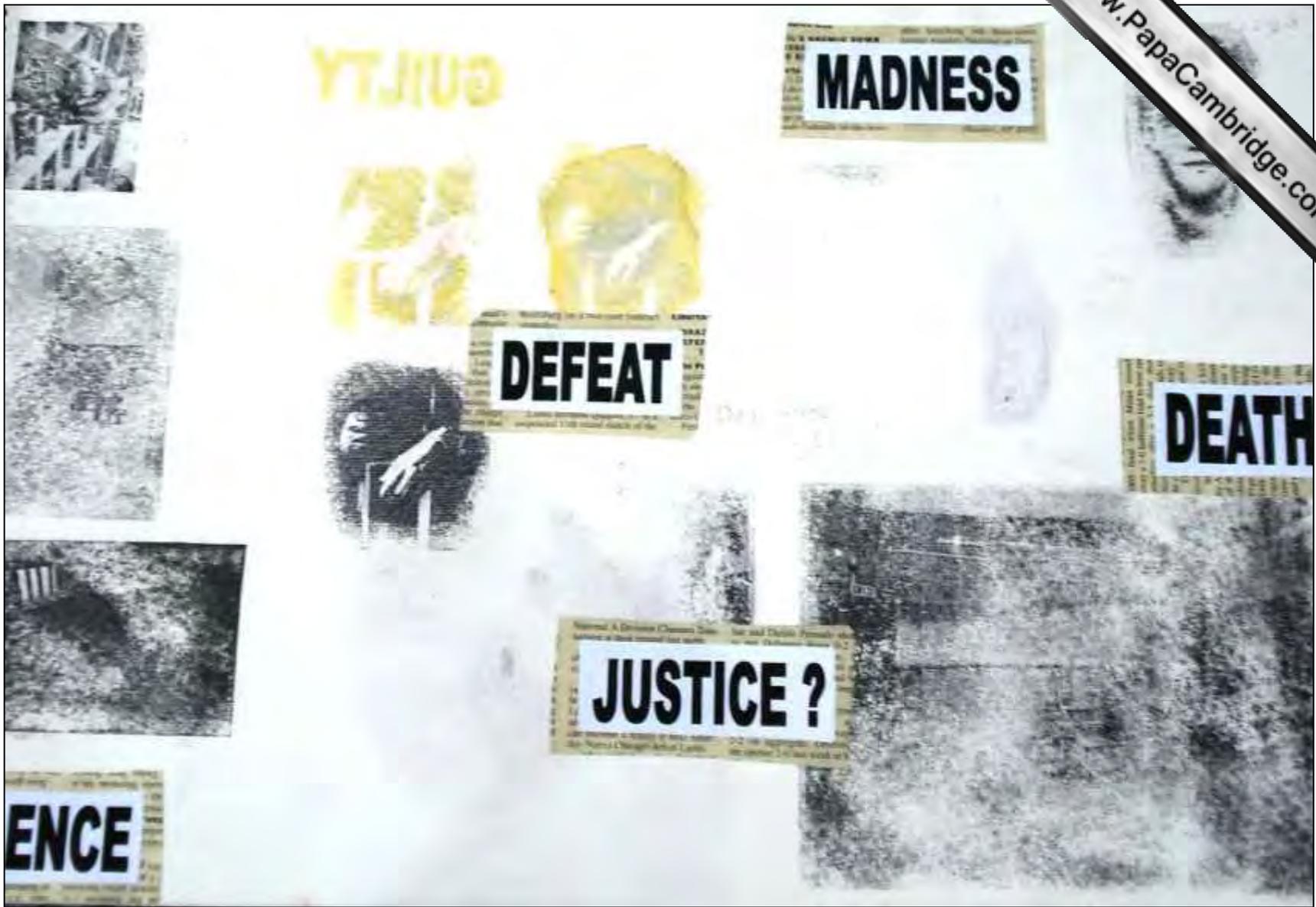
Rexnall to invest \$250M in Córdoba

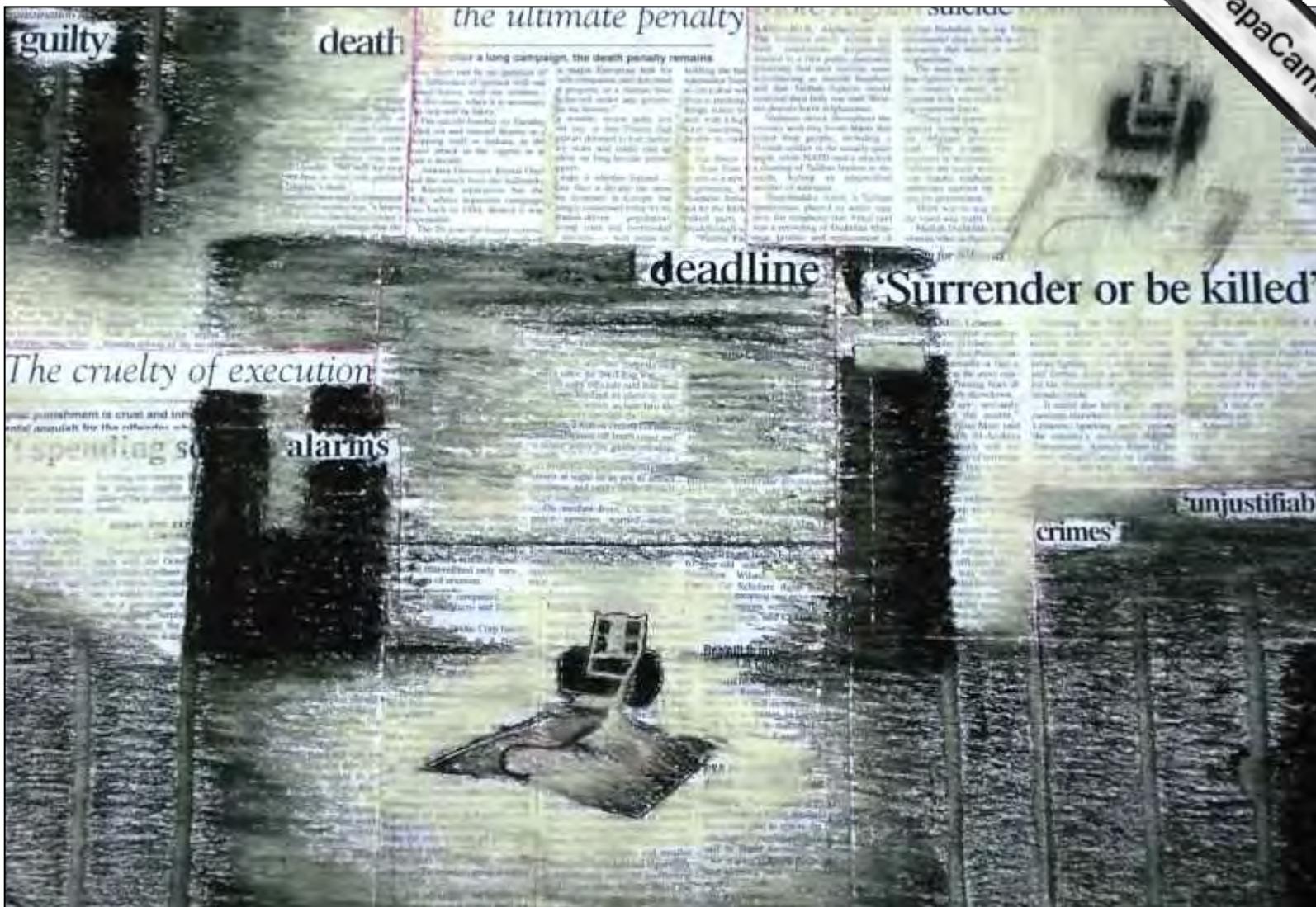
CORDOBA — French car manufacturer Renault's investment program in Córdoba will reach 250 million euros in the factory in Córdoba, which will be used to manufacture new versions of its Kangoo and Clio vehicles.

PSA Peugeot-Citroën details turnaround plan

The new head of PSA Peugeot-Citroën's French subsidiary detailed a strategy to reduce the French car maker's operating costs, and to improve its profitability. The plan includes a 10% reduction in operating costs, a 10% reduction in R&D, and a 10% reduction in administrative expenses. The plan also includes a 10% reduction in the number of employees, and a 10% reduction in the number of vehicles produced.

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## Standard: 76

IGCSE 0400: Paper 5: Coursework			
A Knowledge with Understanding			Max mark
1	recognise and render form and structure	5	3
2	appreciate space and spatial relationships in two or three dimensions and understand space in terms of pictorial organisation	5	4
3	use chosen media competently, showing clarity of intention and be able to explore surface qualities	5	4
4	handle tone and/or colour in a controlled and intentioned manner	5	3
B Interpretative and Creative Response			
5	express ideas visually	5	4
6	respond in an individual and personal way	10	7
7	demonstrate quality of idea as seen by interpretation rather than literal description of a theme	10	7
8	make informed aesthetic judgements	5	3
C Personal Investigation and Development			
9	show personal vision and commitment, through a mature and committed response	20	18
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## Supporting work



### My Topic:

During this year, I chose as a topic "*Facial Expressions*". My plan is to develop the topic all along the year and be able to show the expressions of people on their faces, but these are very synthesized and have not very detailed characteristics.

Throughout the year I will try to develop the topic and to be able to integrate different faces to abstract backgrounds and try to build up a background which is suitable for the expression; this means that if there is a miserable and melancholic expression the background will have not much movement and will have tranquil and still colours with no dynamism, while as if the expression is one of anger and irritation, the background will be full of movement and colours in order to incorporate the expression to it.

For my first painting I inspired in Leonardo Da Vinci, and I tried to connect a very masculine and strong expression with Da Vinci's inventions, as if all the different apparatus were coming from his head and he was full of ideas.

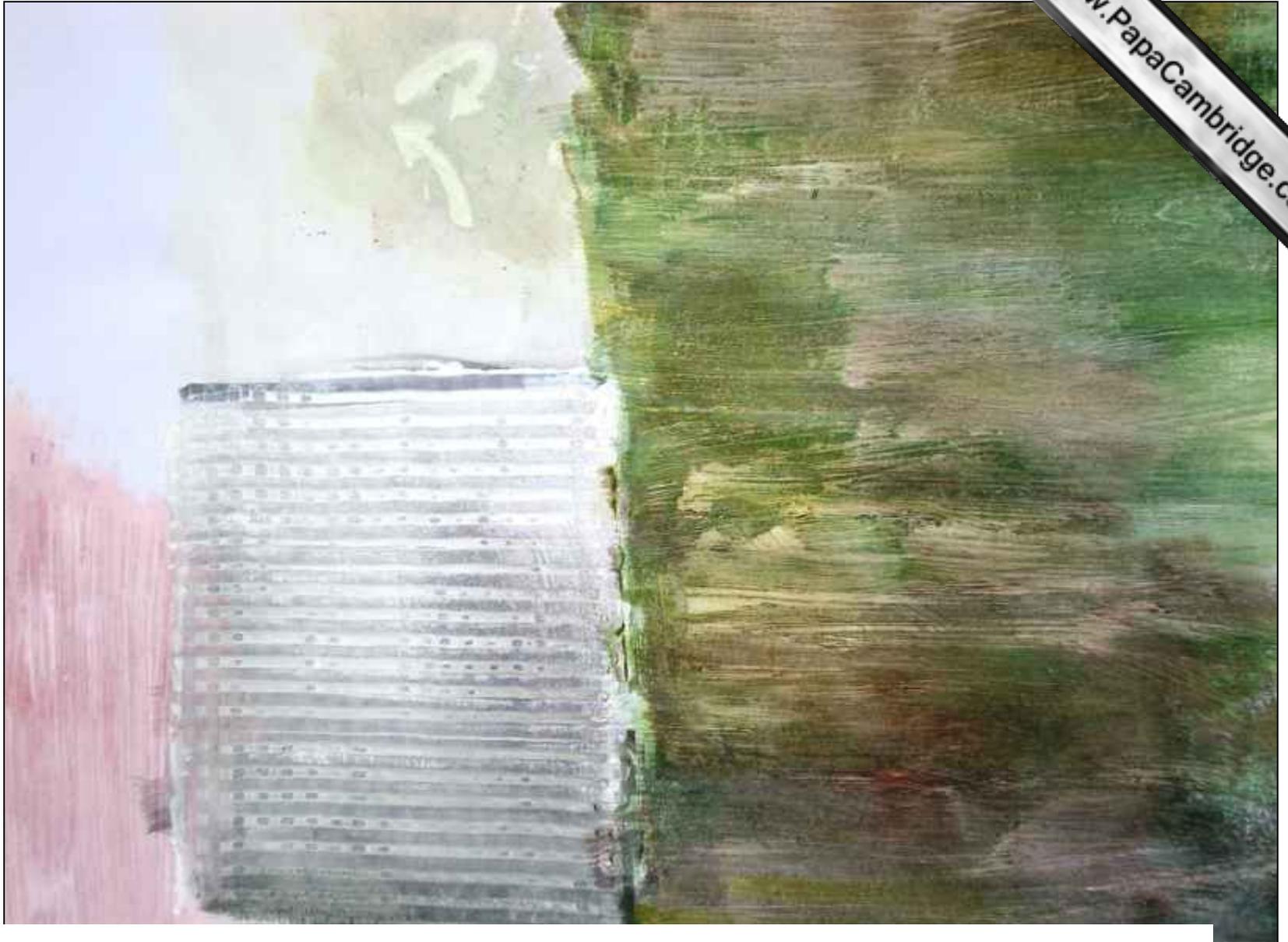
I chose this topic because I wanted to show the relationship between the expressions and the surroundings. I wanted to be able to show the different feelings of people and for others to understand them when looking at the painting.

As the idea first started to develop, I simply wanted to draw synthesized faces and focus mainly on the backgrounds, but afterwards, because of a title we were given (searching with a torch), I decided to concentrate on the face of the person instead of the background and show the effect of light on the different features of the face.

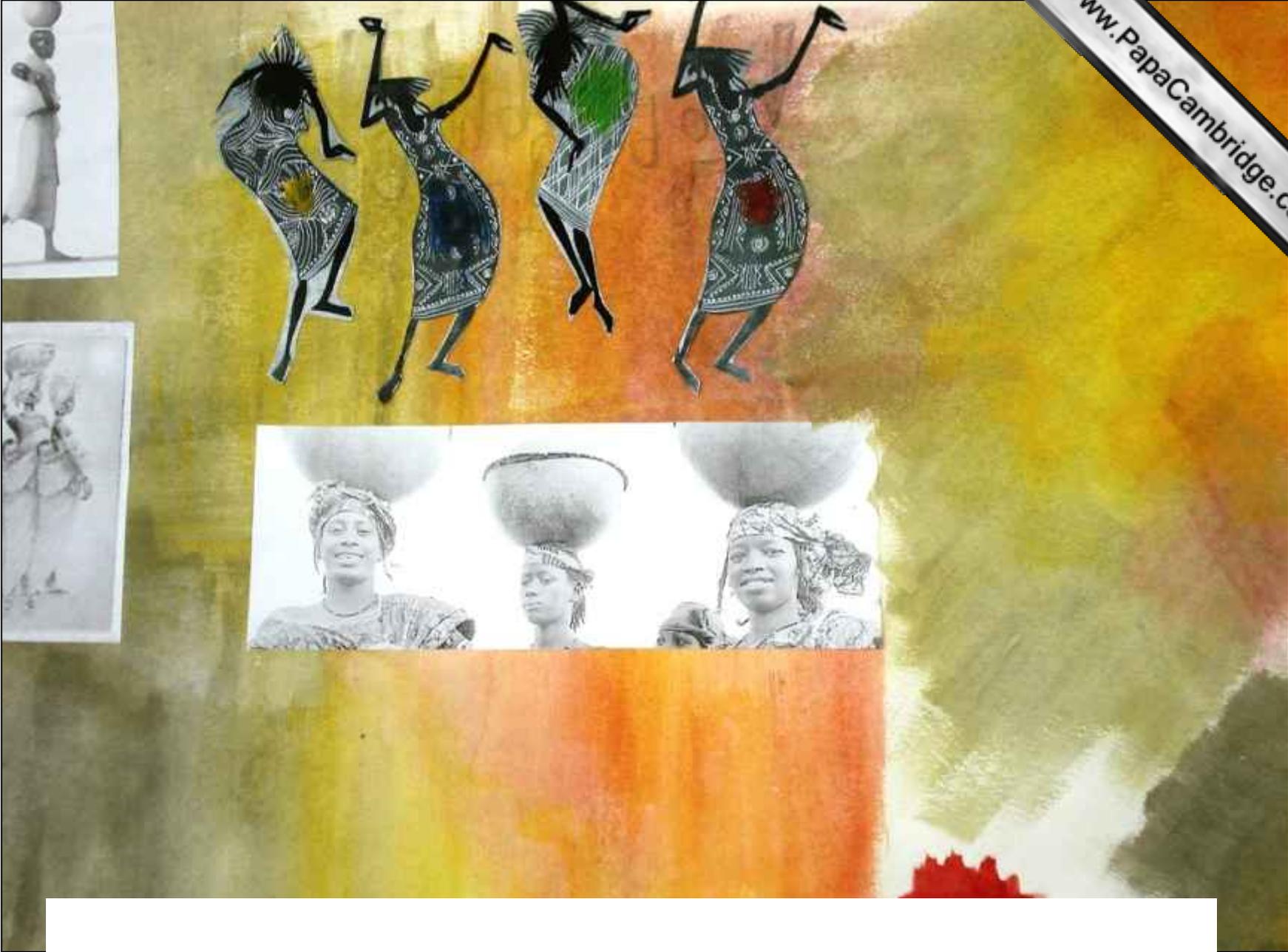
At first, the aim of the project was only to show simple faces with not many details incorporated in abstract backgrounds, but as the topic developed, I simply wanted to show different expressions on people taking into account the environment and circumstances in which they were situated. One of my paintings is showing an African boy who has a sorrowful and cheerless expression and is looking nowhere, his eyes are on one thing, but his mind is on something else. The young boy has a miserable expression and is contrasted with the colour and cheerful background, but his face is still situated on a dark and lonely background.















## Standard: 63

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3	use chosen media competently, showing clarity of intention and be able to explore surface qualities	5	3
4	handle tone and/or colour in a controlled and intentioned manner	5	3
B Interpretative and Creative Response			
5	express ideas visually	5	3
6	respond in an individual and personal way	10	6
7	demonstrate quality of idea as seen by interpretation rather than literal description of a theme	10	6
8	make informed aesthetic judgements	5	3
C Personal Investigation and Development			
9	show personal vision and commitment, through a mature and committed response	20	16
10	research appropriate resources	15	9
11	assess a design problem and arrive at an appropriate solution	5	3
12	show development of ideas through appropriate processes, worksheets etc. before arriving at a final solution	10	5

## Supporting work



# Final Idea



A proud family  
Parents and  
2 children  
I thought this  
design was  
best as it  
shows a  
proud family.

# Final Design Horizontal



Kenya flag

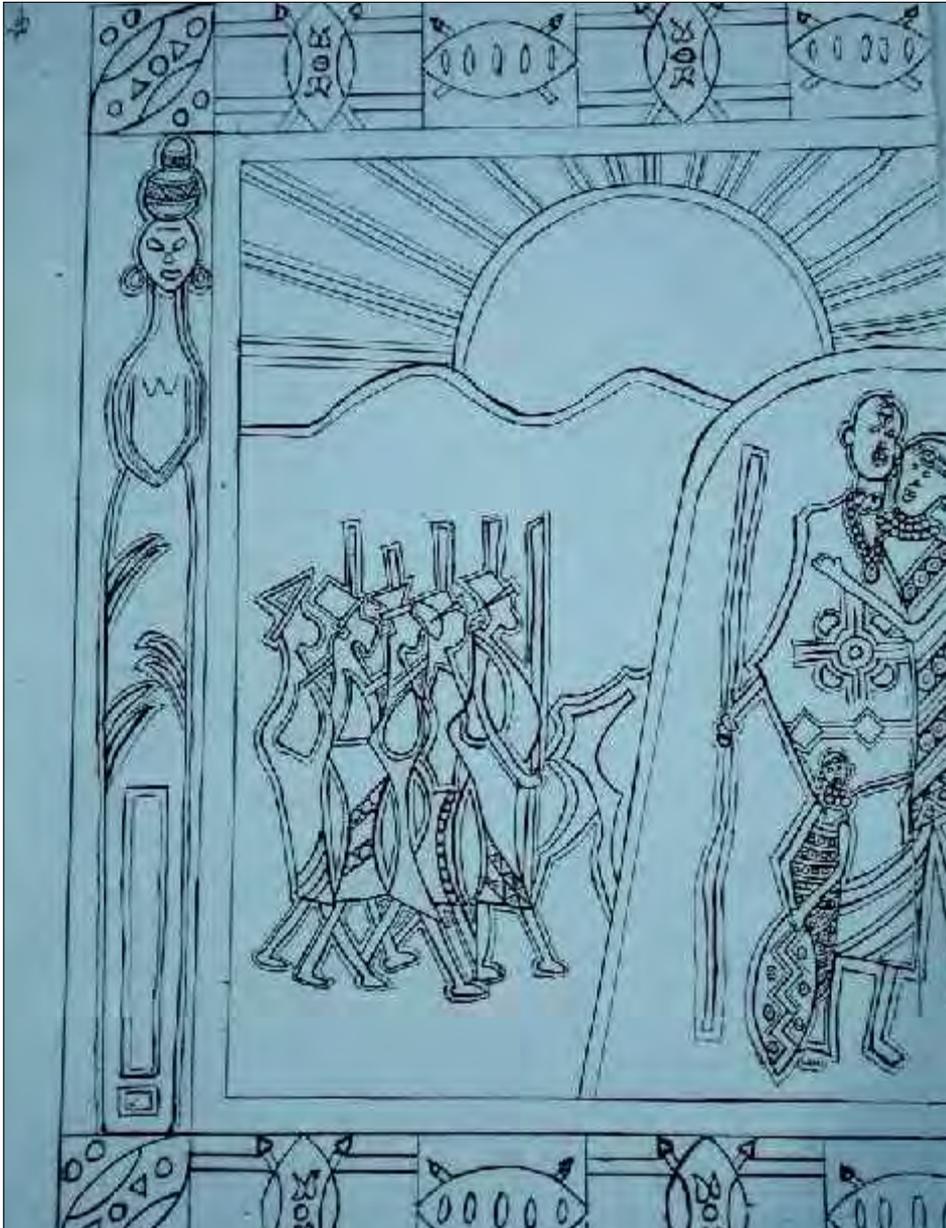


My own designed shield

For the horizontal  
design to use shield  
and the Kenya flag.  
This is to show the  
country is focused on.

Combined

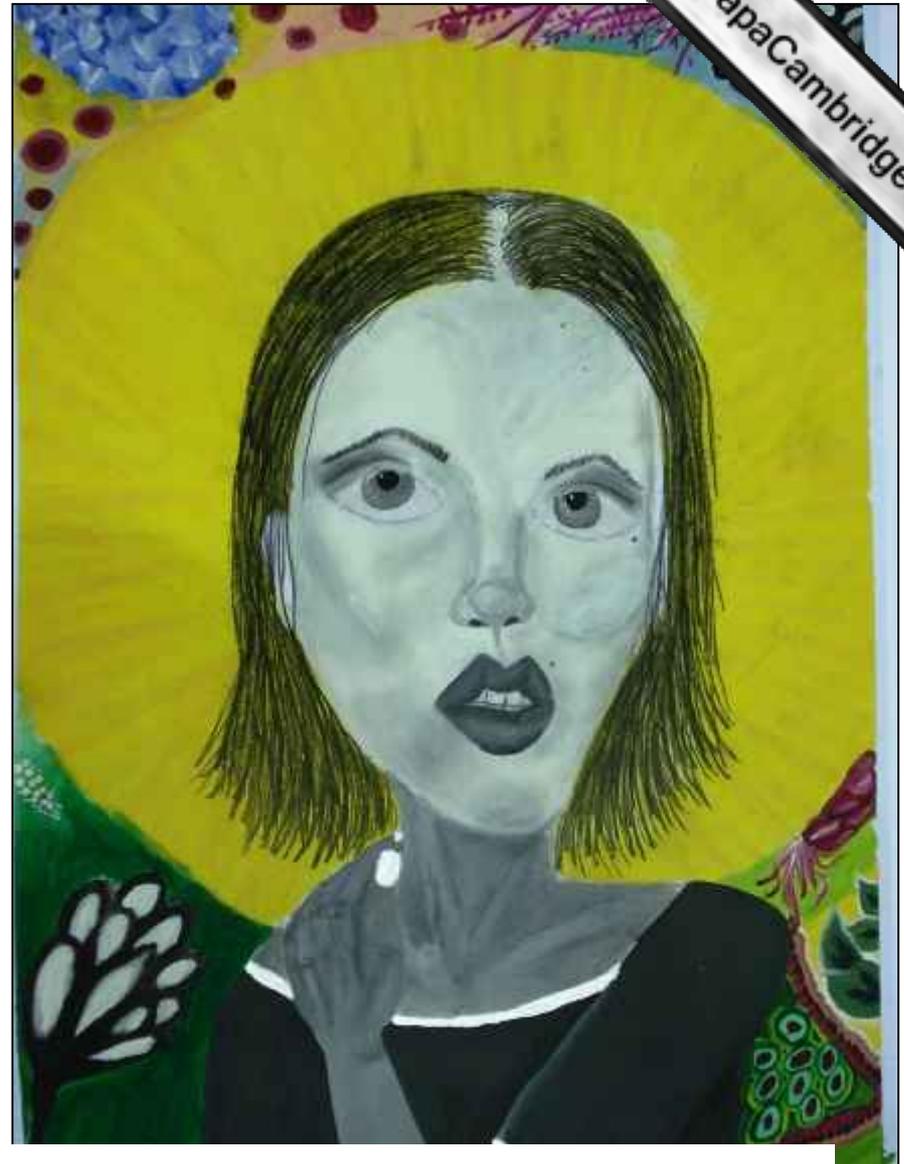


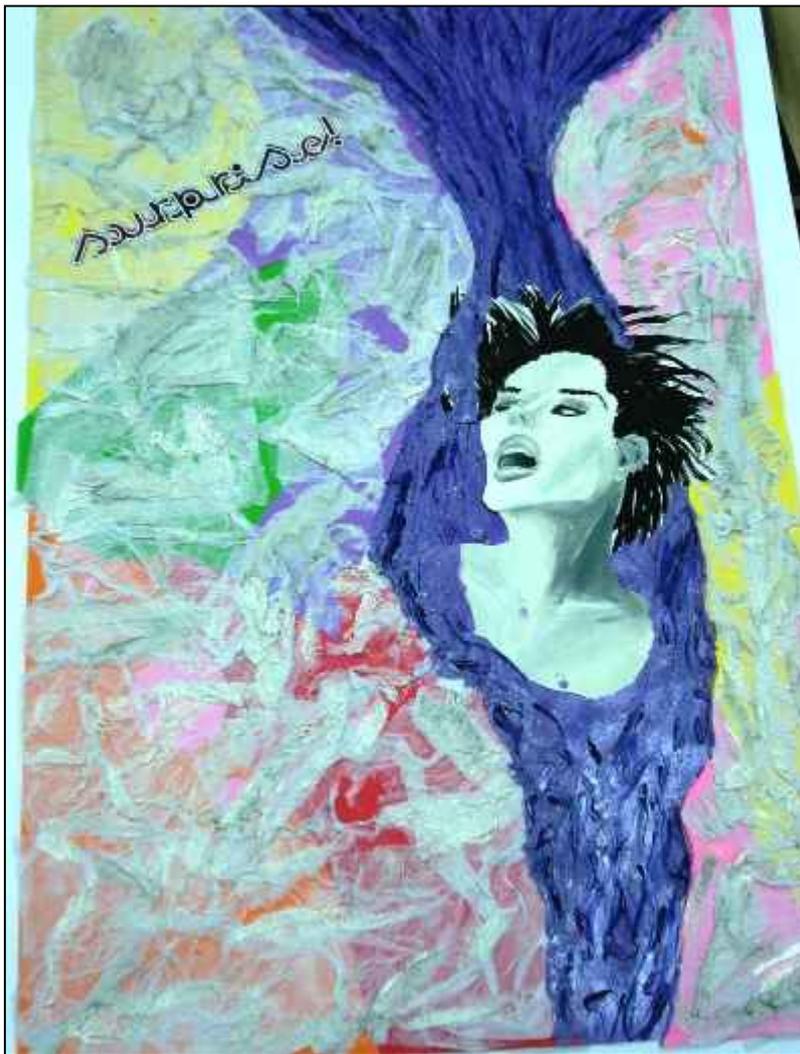


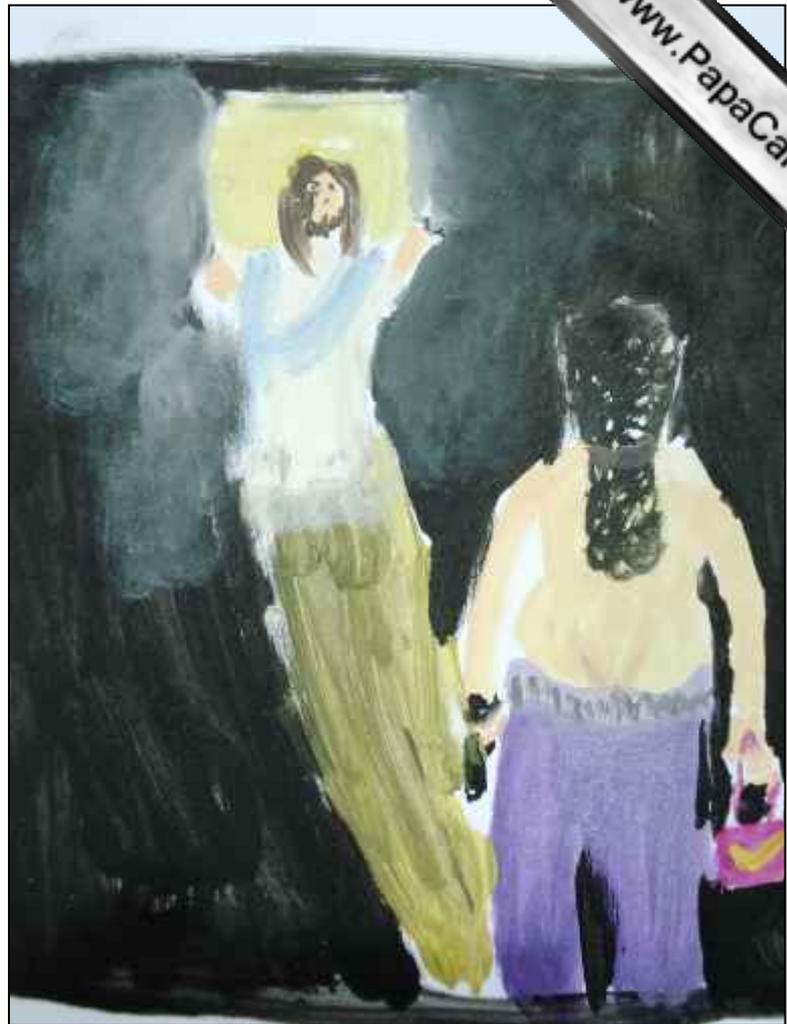
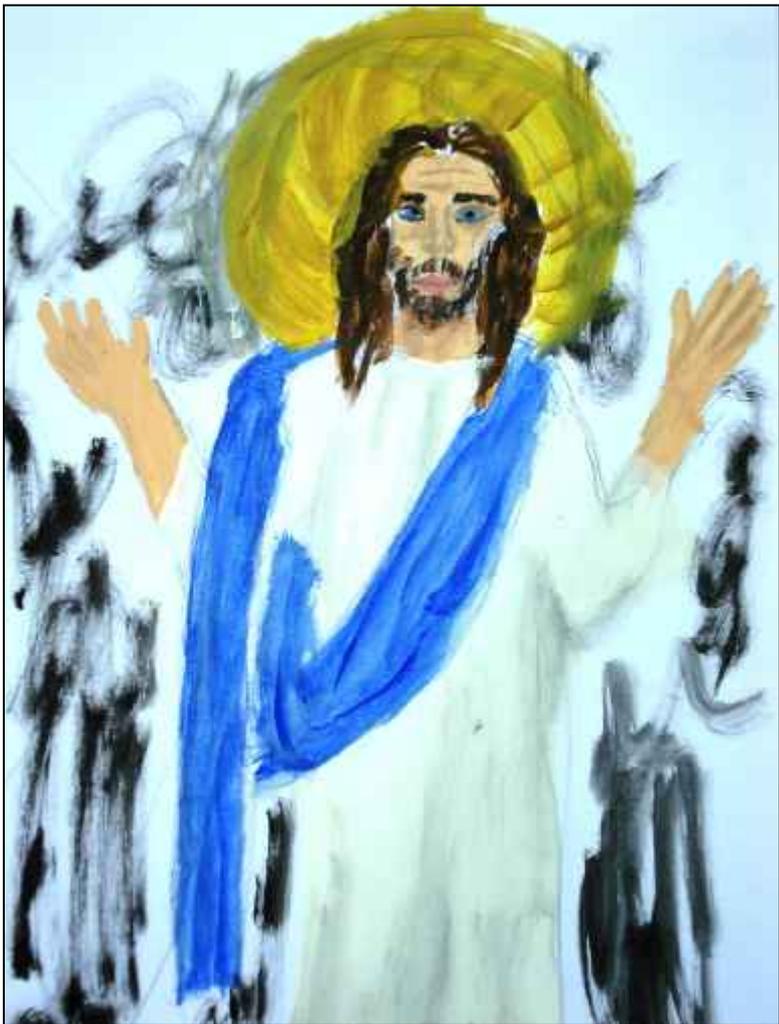


## Standard: 60

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5	express ideas visually	5	4
6	respond in an individual and personal way	10	8
7	demonstrate quality of idea as seen by interpretation rather than literal description of a theme	10	5
8	make informed aesthetic judgements	5	3
C Personal Investigation and Development			
9	show personal vision and commitment, through a mature and committed response	20	10
10	research appropriate resources	15	10
11	assess a design problem and arrive at an appropriate solution	5	3
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Supporting work



## Standard: 49

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2	appreciate space and spatial relationships in two or three dimensions and understand space in terms of pictorial organisation	5	2
3	use chosen media competently, showing clarity of intention and be able to explore surface qualities	5	2
4	handle tone and/or colour in a controlled and intentioned manner	5	2
B Interpretative and Creative Response			
5	express ideas visually	5	3
6	respond in an individual and personal way	10	6
7	demonstrate quality of idea as seen by interpretation rather than literal description of a theme	10	6
8	make informed aesthetic judgements	5	3
C Personal Investigation and Development			
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11	assess a design problem and arrive at an appropriate solution	5	2
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Supporting work

# Research on Artists

some theme, so I  
for artists close to  
I am using in my  
work, example figures and  
landscapes.



Fantasy Painting  
On deviantart.com  
from Miral Resir



Misha Douglas  
Born in Yugoslavia  
Finished university  
Machine and tools  
Studied art in Italy, New  
Germany, Russia and  
Continued next level of  
artwork. President of  
art organization united  
Visual art in Australia



art.com  
name: Clair  
the heart of start  
graphy



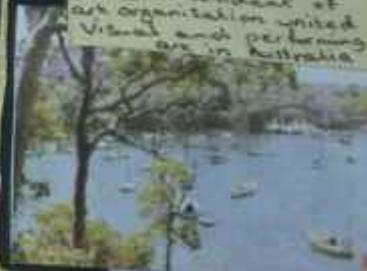
New Mexican Sky



Rio charma II

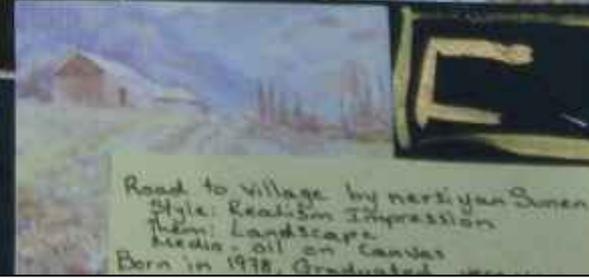


Fred Cooper  
Style: Realism  
landscape  
media: Oil on Canvas



Conceptual Artwork  
On deviantart.com  
from wingpan

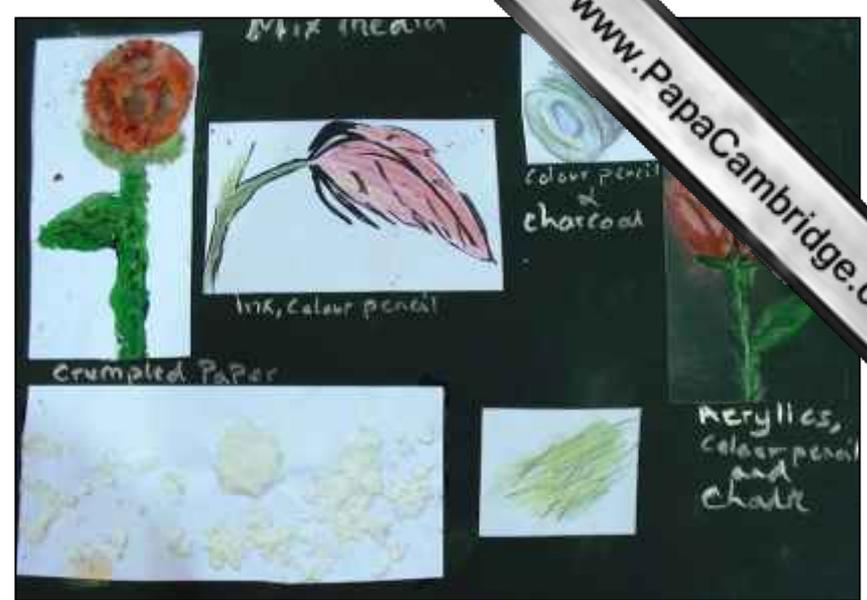
Frances Boyd  
media: Pastel  
Born in 1947 in the USA.  
Since 12, Boyd wanted to  
attend school, but life had  
other ideas. She became  
mother at 17, divorced at  
21 and struggled with  
drugs and alcohol until  
her mid 40's. Suffering from  
brain aneurism at 47, she was  
determined to have a better life  
and to do what she always



Road to village by Nersisyan Suren  
Style: Realism Impression  
Theme: Landscape  
media - oil on Canvas  
Born in 1978. Graduated



Supporting work





## Standard: 42

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4	handle tone and/or colour in a controlled and intentioned manner	5	2
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12	show development of ideas through appropriate processes, worksheets etc. before arriving at a final solution	10	4

Final Piece



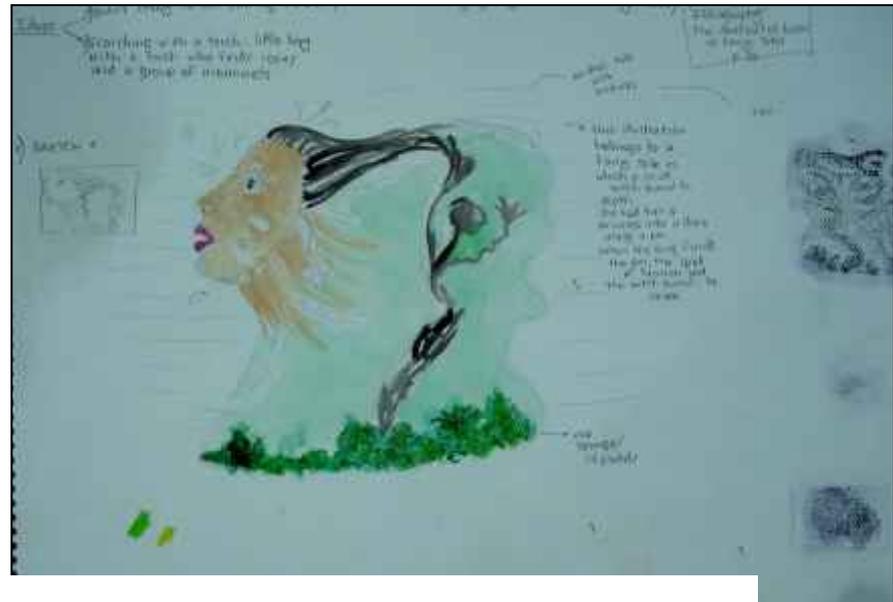


## Standard: 35

IGCSE 0400: Paper 5: Coursework			
A Knowledge with Understanding		Max mark	
1	recognise and render form and structure	5	2
2	appreciate space and spatial relationships in two or three dimensions and understand space in terms of pictorial organisation	5	2
3	use chosen media competently, showing clarity of intention and be able to explore surface qualities	5	2
4	handle tone and/or colour in a controlled and intentioned manner	5	2
B Interpretative and Creative Response			
5	express ideas visually	5	2
6	respond in an individual and personal way	10	4
7	demonstrate quality of idea as seen by interpretation rather than literal description of a theme	10	3
8	make informed aesthetic judgements	5	2
C Personal Investigation and Development			
9	show personal vision and commitment, through a mature and committed response	20	5
10	research appropriate resources	15	6
11	assess a design problem and arrive at an appropriate solution	5	2
12	show development of ideas through appropriate processes, worksheets etc. before arriving at a final solution	10	3

Supporting work



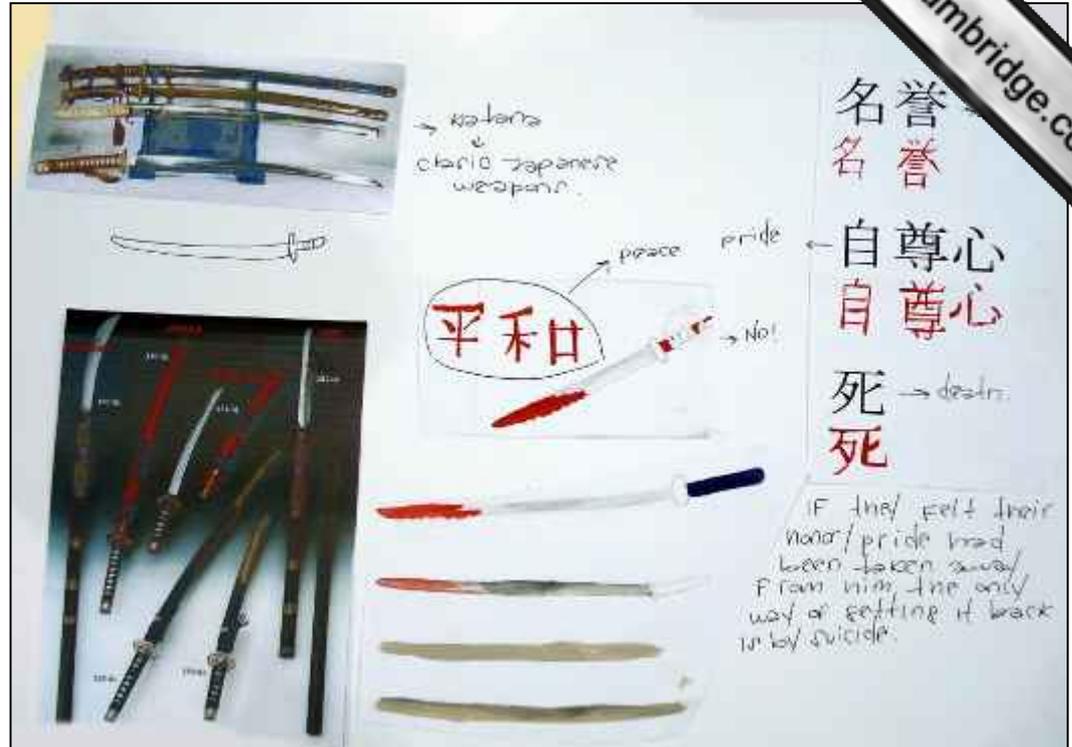


Supporting work



# Standard: 28

IGCSE 0400: Paper 5: Coursework			
A Knowledge with Understanding		Max mark	
1	recognise and render form and structure	5	2
2	appreciate space and spatial relationships in two or three dimensions and understand space in terms of pictorial organisation	5	2
3	use chosen media competently, showing clarity of intention and be able to explore surface qualities	5	2
4	handle tone and/or colour in a controlled and intentioned manner	5	2
B Interpretative and Creative Response			
5	express ideas visually	5	2
6	respond in an individual and personal way	10	2
7	demonstrate quality of idea as seen by interpretation rather than literal description of a theme	10	2
8	make informed aesthetic judgements	5	2
C Personal Investigation and Development			
9	show personal vision and commitment, through a mature and committed response	20	4
10	research appropriate resources	15	4
11	assess a design problem and arrive at an appropriate solution	5	1
12	show development of ideas through appropriate processes, worksheets etc. before arriving at a final solution	10	3



Supporting work





Supporting work

# SAMURAI

- ↳ Body must be always ready, skilled in martial arts.
- ↳ mind must be constantly informed
  - ↓
  - ↳ younger warriors travel within the country
- ↳ service even to death
  - ↓
  - ↳ die/suicide for honor/pride
- ↳ TO KNOW AND NOT TO ACT, IF NOT TO KNOW.





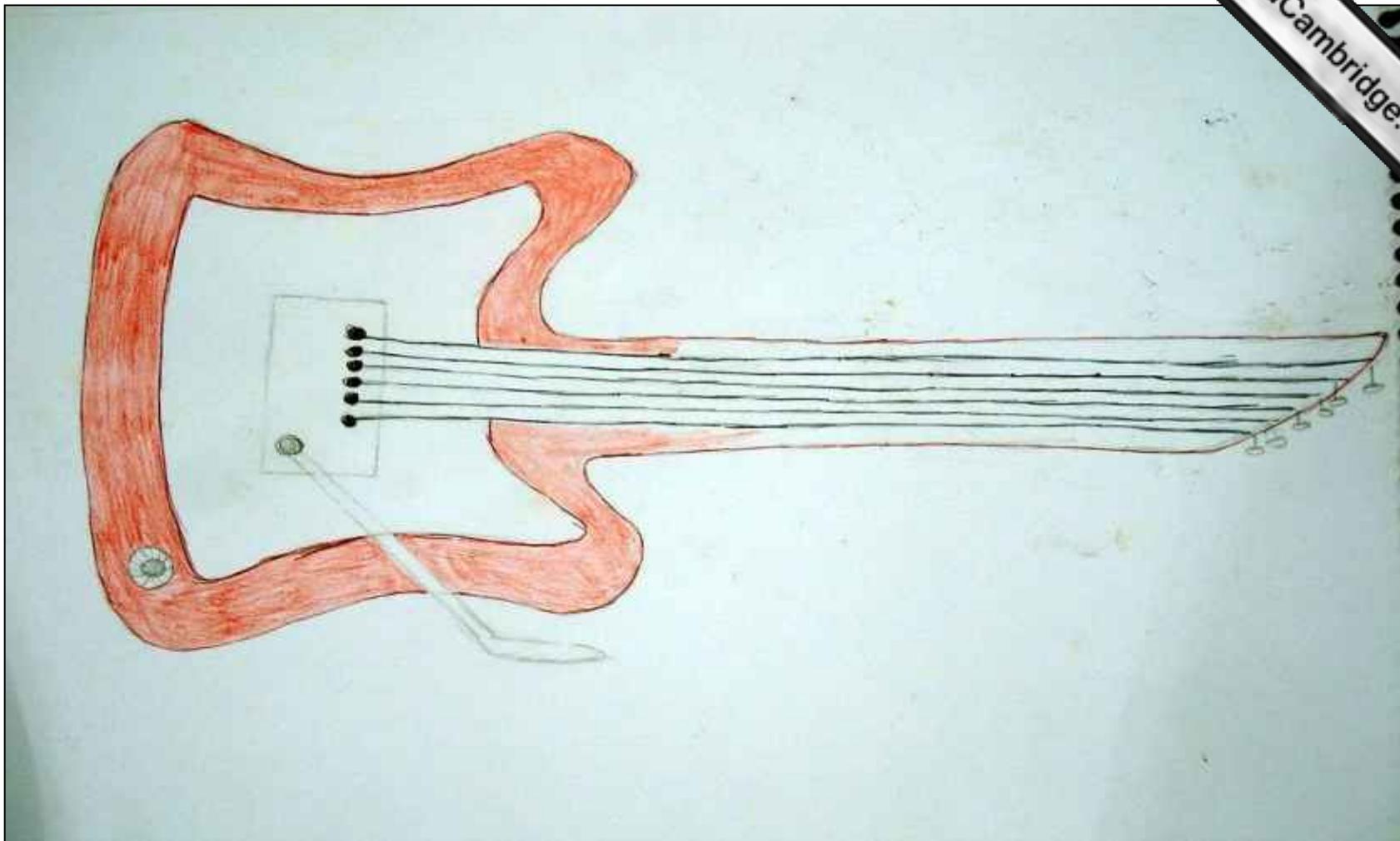
Final Piece

## Standard: 20

IGCSE 0400: Paper 5: Coursework			
A Knowledge with Understanding		Max mark	
1	recognise and render form and structure	5	1
2	appreciate space and spatial relationships in two or three dimensions and understand space in terms of pictorial organisation	5	1
3	use chosen media competently, showing clarity of intention and be able to explore surface qualities	5	1
4	handle tone and/or colour in a controlled and intentioned manner	5	1
B Interpretative and Creative Response			
5	express ideas visually	5	2
6	respond in an individual and personal way	10	2
7	demonstrate quality of idea as seen by interpretation rather than literal description of a theme	10	3
8	make informed aesthetic judgements	5	2
C Personal Investigation and Development			
9	show personal vision and commitment, through a mature and committed response	20	3
10	research appropriate resources	15	2
11	assess a design problem and arrive at an appropriate solution	5	1
12	show development of ideas through appropriate processes, worksheets etc. before arriving at a final solution	10	1



Supporting work





End