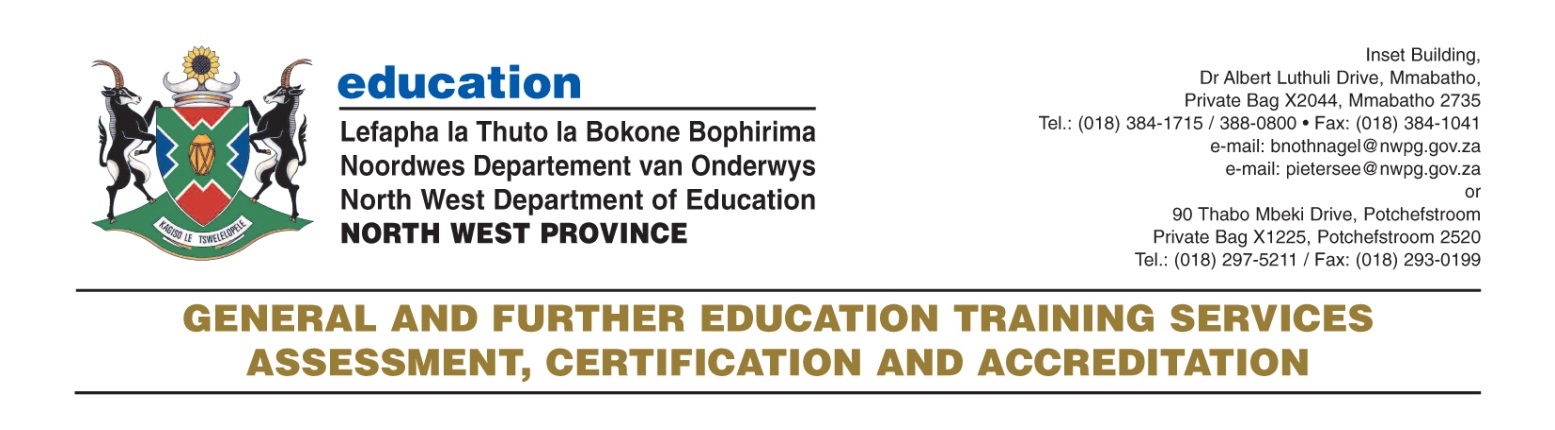
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**REPORT FOR PUBLISHING**

**CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S**

**SUBJECT:**VISUAL ARTS **PAPER:** 1

**INTRODUCTORY COMMENTS (How the paper was received; Papers too long/short/balance)**

* The paper was well received. Overall the type of question varied from low order questions to more difficult questions.
* The colour prints were clear and of high quality.
* Mark allocation (20) for each question, and especially in the second half is not enough. Candidates have to write a lot of information for 6 marks (on one artist?) We suggest that learners must be trained to write essays with a total of 25 marks.

**SECTION 1**

**(General overview of Learner Performance in the question paper as a whole)**

* The paper was well received. Some of the candidates tend to write less nearer to the end of the paper and in some cases they did not do as well as for e.g. the first 3 questions.

**SECTION 2**

**(Comments on candidates’ performance in the five individual sub questions (a) – (e) will be provided below. Comments will be provided for each question on a separate sheet).**

**QUESTION 1**

**(a) General comments on the performance of learners in the specific question.**

The candidates did very well in this question.

The examples given, made it easy for candidates to compare any two of the three artworks. There were two South African and one European artwork.

The art elements in question 1.1 – style, technique, shape, composition, colour and atmosphere were different in each artwork.

In 1.2 the question didn’t specify that the candidates had to choose an artist from the

‘The emerging voice of Black Art’ in South Africa. Some learners did use international artists for example van Gogh. If the learner gave the correct facts, he/she received the marks.

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

Candidates have to be more specific when discussing the use of colour, style, techniques, shapes and composition.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Art Teachers should teach candidates how to analyse an artwork. The emphasis must be on visual literacy skills.

**(d) Other specific observations relating to responses of learners.**

* Candidates must understand basic art terminology and art styles such as expressionism, impressionism and abstract.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Attention should be focused on learning the basics (art elements, styles etc)

**QUESTION 2**

**(a) General comment on the performance of learners in the specific question.**

* Some of the candidates struggled to answer the last bullet of 2.1 (How the use of the Dogon images helped to create an African identity).
* Most of the candidates were able to interpret the message which both artworks convey.
* Candidates received credit for their viewpoint, their explanation and it had to be understandable.

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

* Some candidates only answered ONE artist instead of TWO in question 2.2. A maximum of 7 marks were given.
* Candidates answered 2.2 by repeating their own answer in 2.1. Instead of discussing the art works, they discussed the artist.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Art Teachers should teach candidates how to analyse an artwork.
* The emphasis must be on visual literacy skill, e.g. how to apply images to one another.

**(d) Other specific observations relating to responses of learners.**

* Candidates must understand basic art terminology and art styles such as expressionism, impressionism and abstract.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Use examples inprevious question papers.

**QUESTION 3**

**(a) General comment on the performance of learners in the specific question.**

* Some candidates lack the skill to formally analyse imagery given. Candidates did very well in 3.2.

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

* Some candidates only answered ONE artist instead of TWO in question 3.2. Only a maximum of 7 marks were given.
* Instead of discussing the artworks they discussed the artist.
* Some repeated info on Bester and Ndlovu… marked facts not repeated in 3.1. Bester was part of pre-scribed artist’s work.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Candidates have to study enough artworks. If one of their main artworks are given in the first part of the question, they will have something to fall back on.

**(d) Other specific observations relating to responses of learners.**

* Candidates also refered to International artists in 3.2.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Teachers should supply enough information on artist.

**QUESTION 4**

**(a) General comment on the performance of learners in the specific question.**

* Candidates were able to answer this question well if they had the knowledge. The mark allocation 4.1 – 8 marks and 4.2 – 12 marks, helped the candidates.

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

* Usually the emphasis in the craft section is on technique and materials.
* A lot of candidates lacked the knowledge.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Candidates have to study enough artworks. If one their main artworks are given they will have something to fall back on.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Art teachers have to focus on the use of materials and techniques.

**QUESTION 5**

**(a) General comment on the performance of learners in the specific question.**

* This was quite a popular choice for learners, and in general the question was answered well.

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

* Learners had to comment on a portrait of Nelson Mandela (Fig 5a) They tended to make vague meaningless comments like “It was done well” or “It is an extraordinary painting”.
* To much information was given in the question paper on the second artwork (Fig 5b to 5d) and there was not much left for learners to say.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Candidates have to study enough artworks. If one their main artworks are given they will have something to fall back on.

**(d) Other specific observations relating to responses of learners.**

* In 5.2 had to discuss an example of a commemorative building, memorial or art work. Some learners gave examples of symbolism without explaining the meaning of the symbols.

**QUESTION 6**

**(a) General comment on the performance of learners in the specific question.**

* Some parts of this question was answered well, but some learners found the first half of the questions difficult. There were no real problems concerning 6.2

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

* Many learners did not know the reason why printmaking became prominent among black artists, but the rest of the question was answered reasonably well.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Some learners described the work of Cecil Skotnes when they discussed the work of Polly street art centre. It must be stressed that his role was that of mentor.
* Sometimes no-relevant artist was discussed eg. Peter Clarke who did not attend any such centres.

**(d) Other specific observations relating to responses of learners.**

* Teachers must ensure that pupils know artists are relevant to the theme.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Teachers should supply enough information on artists.

**QUESTION 7**

**(a) General comment on the performance of learners in the specific question.**

* In general candidates answered this question well. They did very good in 7.2

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

* Some candidates didn’t understand why the artist in figure 7b and 7c used gunpowder and the effect he wanted to achieve.
* Some candidates did not write about 2 artworks.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Mark allocation should be have been 7.1 – 8 marks and 7.2 – 12 marks.
* More marks can be given for prescribed works.
* Marks for one artwork is really not testing the knowledge of a candidate on how to analyse an artwork according the elements, principles and influences.

**(d) Other specific observations relating to responses of learners.**

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

**QUESTION 8**

**(a) General comment on the performance of learners in the specific question.**

* Candidates struggled with question 8.1

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

* They didn’t have the general knowledge to understand the question.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Candidates must practice to respond to images seen for the first time.
* Teachers should expose candidates to a wider variety of artworks and guide them to answer these types of questions.

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Teachers must only include artworks about the Spiritual Realm.

**QUESTION 9**

**(a) General comment on the performance of learners in the specific question.**

* 9.1 was not answered satisfactory at all.

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

* Learners did not follow the guidelines eg. Many discussed three works instead of two.
* They did not refer to the titles given to the artworks or possible symbolism of the works but gave literal descriptions of the content.
* The candidates fared better in 9.2 , but some used inappropriate examples.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Teachers must ensure that learners use the correct terms when referring to different styles eg. naturalistic, expressionistic. And to motivate their answers.
* Possible interpretations of the symbolism must be motivated.
* When choosing examples of gender issues, teachers must make sure that they choose relevant to the theme eg. Jane Alexander’s “O yes girl” or “Domestic Angel” are good examples to discuss. “Butcher Boys” however, does not relate to the theme

**(d) Other specific observations relating to responses of learners.**

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Teachers should supply enough information on artists

**QUESTION 10**

**(a) General comment on the performance of learners in the specific question.**

* Not many candidates attempted this question, some candidates knew very little about architecture.

**(b) Reasons why the question was poorly answered. Specific examples, common errors   
 and misconceptions are indicated.**

* A lot of the candidates discussed The voortrekker monument or Union Buildings- not contemporary buildings.
* Learners must understand what the meaning of “contemporary”: according to specific dates and time slots.

**(c) Suggestions for improvement in relation to teaching and learning.**

* Teachers can emphasize the difference by giving clear examples of both and pay attention where to apply specific examples.

**(d) Other specific observations relating to responses of learners.**

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Teachers that struggle with knowledge and information about architecture must ask for guidance from experienced teachers who have consistently performed well.

**SECTION 3**

**(a) GRAPH OF PROVINCIAL PERFORMANCE IN THE PAPER (summary per question)**

GENERAL COMMENTS

**(b) GRAPHS TO COMPARE DISTRICTS' PERFORMANCES PER QUESTION**

**(c) GRAPH TO COMPARE OVERALL PERFORMANCE PER DISTRICT**

COMMENTS ON PERFORMANCE OF DISTRICTS :

**(d) DISTRIBUTION OF QUESTIONS IN TERMS OF COGNITIVE LEVELS (TABLE)**

**(e) COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS (TABLE)**

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NAME DESIGNATION (Subject Analyst /Moderator or Chief Marker)

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