

ART AND DESIGN

6149
Paper 1 & 2

Unfortunately, some centres did not read the 2020 centre specific reports properly and have thus not applied the recommendations made by the examiners and learners did not sign the declarations. Much time and effort go into these reports, which are written to support the teacher. It is hoped that teachers will heed the suggestions offered in the current report.

This year eight centres entered learners for Art and Design Ordinary Level examination.

All teachers are reminded to attach the final outcomes firmly to the supporting work. All works are to be glued securely to the supporting pages to protect them from becoming dislodged and lost during transportation and the evaluation process. Please ensure that all soft chalk mediums, charcoal and pencil work are sprayed and covered to avoid smudging and the damaging of work.

There is still evidence that a huge number of learners use the Internet as a direct source and sometimes the only source. According to syllabus first hand/direct observational studies from primary sources must be used as the starting point for the development of an idea. The use of a source without proper recognition is plagiarism.

References to other artists' work and the ability to link appropriate styles or techniques used by other artists, proves beneficial to the overall results. Regarding the background of a final, evidence of solving the background in a variety of preparatory processes is vitally important in ensuring a better mark.

Many centres responded unsatisfactorily to the A assessment objective – gather, record, investigate and research. Therefore, the final outcome in most cases proved unsuccessful. This first assessment objective is of cardinal importance as it influences the final mark as the scripts are marked holistically.

Comments regarding what media were used are not required as the examiners are fully aware of what media are used. Teachers should encourage learners to complete well prepared pieces. This gives the learner a good overall idea of whether his particular layout, technique and medium are successful and the one to use for the final outcome. This will also enhance the maximum results in the assessment objective for C and D.

Learners should omit pieces of inferior quality from their supporting work as the inclusion thereof will be to their disadvantage. They need to be selective in their compilation of their preparatory work.

Studying the assessment objectives (marking scheme) will help the candidates to gain a better grasp of how their coursework will be evaluated. Self-evaluation and peer-evaluation also enhance this understanding, thus assisting learners in fulfilling the necessary criteria.

Administration

Teachers should remember to complete the new Individual Coursework Record form provided by the Ministry, (also, in the syllabus). These forms require each learner's signature, testifying that the work submitted is his/her own. They also require the teacher's signature to attest that the work submitted was done by the learner concerned. Learners should also complete and sign declaration forms.

Remember to label all final outcomes "FINAL" and attach these firmly to supporting work, especially Paper 1.

Work submitted

Some centres still exceed the maximum number of pages allowed. Please adhere strictly to the directives set in the syllabus. Maximum size of paper is A2. Paper 1 maximum number of pages is 2 or 4 sides and for Paper 2 maximum number of pages is 5 or 10 sides plus a final outcome.

Inspirational artists form an integral part of student's work and cannot be added as "extra" pages.

Assessment objective A: Gathering, recording research and investigation

Reference to other artists' work, and the ability to link appropriate ideas, styles and techniques should form part of the learner's research. Using artists who have impacted the development of art through the ages and who have inspired a learner's development is definitely more interesting than "Internet artist name unknown".

Learners should initiate their ideas from primary sources (first hand observation) and their own photographs (taken by themselves). Learners who depended on Internet sources and "unknown sources" were evaluated harshly. This means that Assessment objective B, C and E were also implicated. The only assessment objective that will not be affected, as such will be D (media use).

Assessment objective B: Exploration and development of ideas

If assessment objective A is lacking, assessment objective B will strongly be influenced.

Development implies a gradual change in direction to become something different in the final.

Assessment objective B was not well thought through particularly in a number of photographic submissions.

Different aspects of a single theme should be explored to produce a multifaceted interpretation of that theme resulting in a final.

Assessment objective E: Personal vision and presentation

This objective is linked to all other assessment objectives since the development gathering and research culminate in the final expressing the learner's critical thinking process. Aesthetic judgment as well as media choices play a role in how successful the final outcome is.

Photography

A few learners present pages of thumb nails irrelevant to the theme. It is suggested to include only 5 – 8 "thumbnails" A7 size. Each thumbnail should be carefully chosen. Every single photograph included in supportive work should be excellent. Duplication of photos, with tiny changes should be avoided.

All assessment objectives should be applied in photography also. Learners should also be familiar with elements and principles of art as this is actually part of visual art.

All settings (properties) under photographs MUST be included. Where manipulations are involved, the process must be explained in point form and screenshots provided as evidence.

A few learners from different centres provided fake settings for their photographs. Photos taken should be in the two-year period of the course, Paper 2, and within the 8-week period for examination preparation for Paper 1. Dishonesty could result in the filing of reports of irregularity and then disqualification of learners.

Question paper

1 – A lantern and lighter/box of matches

Ten learners executed this question. Some learners executed this question well. However, some of them did not conduct a proper investigation of a variety of lanterns as suggested in the assessment objective.

2 – A branch with seed pods and leaves

Seven learners executed this question. Again a few learners interpreted it well and creatively, although there were a few learners who misinterpreted this question.

3 – A portrait study of a person singing/talking in a microphone

Six learners executed this question. Overall, this question was very poorly executed as most of the learners did not conduct a proper investigation and research.

4 – Dirty dishes in a sink

25 learners executed this question. This was a very popular question. Some learners gather from a variety of sources but made use of only one source repeatedly without thorough investigation.

5 – Starry starry nights

13 learners executed this question. This question was also popular but there was not one successful execution of it. It is clear that proper gathering and research was not done and resulted in poor finals. It seems to be a very difficult question.

6 - Hairstyles

17 learners executed this question. It was also a popular question. Most of the learners interpreted it as hairstyling and not hairstyles. A lot of gathering was done, but they could not develop it into a successful final piece.

7 – The big chill

12 learners executed this question. Learners overall did not research this theme properly. They did not understand the question because of lack of research. However, there were one or two learners who were very successful.

8 – Distorted reflections

16 executed this question. Learners clearly did not understand what a distorted reflection is. They either did reflections or distortion.

10 – Board games

Two learners executed this question. It was successfully executed by one learner.

11 –

One learner executed this question. The learner clearly did not understand what a mosaic is. It is suggested that the mosaics of artists should be properly researched and the process of mosaic investigated.

12 –

One learner executed this question. The learner misread the target market. The process towards the design, shape, colour and labelling of the bottle was not evident.