



ASSESSMENT AND EXAMINATIONS DIRECTORATE

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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	VISUAL ARTS
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PAPER	1
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DATE OF EXAMINATION:	27 TH NOVEMBER	DURATION:	3 HOURS
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

SECTION 2: Comment on candidates' performance in individual questions
(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Almost all candidates answered this question.
Average performance 12 out of 20, around 65%
Given the nature of the question, performance ought to have been better.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.1 Understanding of terminology problematic – many learners show total confusion regarding the meaning of words such as technique, style and media. These words are thrown around inappropriately, such as: Techniques are more busy in the painting/ many techniques such as form and texture was applied/ the media and technique is an oil painting (keeping the two words together)/ the style is a mixture of bright colours/ multi-media is used as style/ the style is lino-cut/ et cetera.
Some teachers coach their learners to memorize summaries which lead to repeated similar statements with little understanding portrayed, such as the refrain: "...thick oil paint and loose brushstrokes", regardless the choice of artwork discussed, and even lengthy biographies of the artist, instead of a discussion of a specific artwork.



(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.
Was the question well answered or poorly answered?

This question allowed for much creativity. It is therefore very disappointing to notice in many answers the neglect of the teachers to support the learners to investigate the inspiring work of contemporary architects.

For the above-mentioned reason most learners did not go beyond listing the materials which they could identify in figure 8.1, with no understanding of the importance of aesthetics in the aim of the architect as artist.



A.D. HATTINGH

NAME OF THE CHIEF MARKER:

SIGNATURE

10-12-2015

DATE

