



**NSC 2016 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	Visual Art		
<b>PAPER</b>	1		
<b>DATE OF EXAMINATION:</b>	11 November 2016	<b>DURATION:</b>	3hr

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Challenges detected during marking in general were :

Incorrect titles and irrelevant artworks were discussed because candidates do not read the questions properly and also the learners' lack understanding of the terminology applicable to the subject. A lot of answers/statements were not substantiated. Components were listed in paragraph form which shows learners' lack of ability to answer in essay format.

There is a clear lack of critical thinking evident in some centres. Given information was simply repeated and copied from the question paper.

Some answers were extremely politically loaded. Considering that not all themes are about politics - only question 3.

There is a lack of basic subject knowledge, art elements and principles. Many candidates struggle to write proper essays and lack critical language/thinking skills.

Question 1, 2 and 3 were the most popular questions answered by the candidates. Most likely because candidates are more familiar with the early topics and have written various tests on them throughout the year.

Question 8: extremely poorly answered. Lack of knowledge and insight into the architectural structure and concepts in general.

Very few candidates answered this question.

A big concern is the lack of understanding of basic subject knowledge such as art elements and principles – specific to certain centres – noted by the marking team. The candidates from the rural environments would grapple with certain questions, specifically QUESTION 5.

## 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		
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>		
<b>Average mark from the sample of 100 :</b>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
1.1	Comparison of South African paintings	61%
1.2	Interpreting the work of any artist studied, who commented on their surroundings	

<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Answers were incomplete because of the lack of understanding regarding the use of formal art elements. Most candidates just mention the art elements (colour and line) without referring to the specific artwork that had to be discussed. A lot of learners didn't compare which could indicate that they don't now how to or didn't read the question properly. This was also one of the more popular questions answered by candidates

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners must be taught how to analyse an artwork and to look for visible information which is evident and relevant to what they observe. Learners must stop regurgitating terms such as cold, bright an vibrant colours or strong lines etc. ... No marks will be rewarded if there is no evidence or explanation that clearly substantiates how the colour and line has been used.

<b>(d) Describe any other specific observations relating to responses of learners</b>

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners must be taught basic Visual Literacy in Gr.10 and how to apply it correctly because this is the most common mistake made by candidates.

## QUESTION 2

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1	Interpretation of an artwork	50%
2.2	Discussion of any artwork done by two artists whose work expresses their African identity due to the influences of indigenous African art forms.	

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Learners struggle to answer the question in a correct manner which is to refer to certain art movements given, because of not knowing the basic style elements of the given movements such as Pop Art and Surrealism.

- (c) Provide suggestions for improvement in relation to Teaching and Learning

Learners must know how to identify certain style elements which is being taught from Gr10. up to Gr. 12

- (d) Describe any other specific observations relating to responses of learners

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

## QUESTION 3

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<b>Average mark from the sample of 100 :</b>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
3.1	Discussion of an artwork with reference to specific art elements.	52%
3.2	Comparison of two artist whose work expressed past/current social political issues	

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Most candidates use irrelevant statements which is personal to them and not relevant to the question by looking at the subject matter and images. In 3.2 a lot of marks are lost because of incorrect titles and artists' names used, which is not relevant to the topic of the question. For example: they give the correct artist name and then discuss a totally different artwork and visa versa.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Learners must read the question more carefully and apply the knowledge which they have learned

**(d) Describe any other specific observations relating to responses of learners**

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

Teachers should emphasize meaning of elements and the emotional value of elements. This will help learners to connect the appropriate meaning to certain values of elements such as colour and line.

#### QUESTION 4

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

<i>Average mark from the sample of 100 :</i>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
4.1	Comparison of two given artworks by referring to specific guidelines.	30%
4.2	Discussion on two works done by two different artist	

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

4.1 A lot of learners especially the weaker ones just mention given information which is just repeated and copied in the question paper. 4.2 Incorrect titles and irrelevant artworks discussed

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Visual literacy should be focused on; and extracting meaning from visual sources; analysing artworks.

- (d) Describe any other specific observations relating to responses of learners
- (e) Any other comments useful to teachers, subject advisors, teacher development etc.

### QUESTION 5

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
5.1	Describing a given artwork.	38%
5.2	Interpretation of an artwork done by a South African artist who uses alternative media to communicate his/her ideas.	

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

This question was more philosophical than the others, which puts the learner who has not been taught properly how to analyse at a disadvantage. It is evident in the first part of QUESTION 5.1 when marking the answers of certain centres.

- (c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers should start training learners how to observe and to analyse artworks in Gr.10. So that they know exactly how to answer these types of questions accurately when they progress to Gr. 12. Teachers should also expose learners to contemporary art through the media such as Art websites on the internet and art magazines. This will widen their frame of reference which they can use to answer these types of questions on South African and International Contemporary Art.

- (d) Describe any other specific observations relating to responses of learners

Some candidates have dealt with the question poorly, showing little understanding of the contemporary art world.

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

Subject advisors and teachers should organise workshops or gallery visits which relate to contemporary art and not only use textbooks as resource.

QUESTION 6		
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>		
<b>Average mark from the sample of 100 :</b>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
6.1	Discussing the work of two artist who have expressed a contemporary, urban South African identity	37%
6.2	Elaborate on the concept of urban identity by discussing two art works.	

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**  
 Learners or even some teachers don't understand the specific type of art, because limited resources are being used, which are not updated on a regular basis.

**(c) Provide suggestions for improvement in relation to Teaching and Learning.**  
 Teachers must broaden the scope of their knowledge on contemporary art world.

**(d) Describe any other specific observations relating to responses of learners.**

**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**  
 Explore the significant role that art plays in every day life and environment such as urban and rural art.