



**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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## **NSC 2015 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	VISUAL ARTS
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	27 <sup>TH</sup> NOVEMBER	<b>DURATION:</b>	<b>3 HOURS</b>
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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:

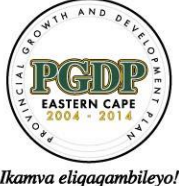
**Section 1:** General overview of Learner performance in the question paper as a whole

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

396 registered candidates sat for this paper and 142 learners constituting 35,8% of
the total number did not pass as they got level 1. 20.4% (81) candidates got between
level 2 and 3: 28% (114) candidates got between level 4 and 5 and 24%(56) candidates
between level 6 and 7 with 5% of this passing at level 7. On the whole the percentage
pass is 63.33. This is obviously lower than the expected 100% pass.



**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).**

<b>QUESTION 1</b>
(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.




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

The teacher should add to the summaries on the background of the artist, the relevant characteristics of style, with an area where at least one work can be chosen by the learner, and then evaluated accordingly, drawing from the background ONLY if in the chosen work it is applicable. It must then be emphasized that the evaluation/discussion is what can be memorized.

The teacher needs to ensure that learners are individually exposed to verbally using correct terminology in the class situation in order to develop the understanding, memory and confidence. This can be done during the first five minutes of every lesson, be it in guiding them with a question, referring to even the learner`s own practical artwork.






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

For teacher development it must be emphasized that learners must not merely list what is seen in an artwork, but find out and discuss HOW the artist went about in achieving WHAT and WHY.

This will not happen in the examinations unless the learners are regularly involved in the class situation as a group, to interact in conversations of discussion, building their confidence, later to apply in writing.


**QUESTION 2**

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

This question was well answered by some learners only, since quite a number simply mentioned cultural influences noticed in the works, without explaining.

A vast number of learners compared the two works of Figure 2a and Figure 2b, making the marking extremely difficult, and not getting down to deeper discussion of



symbolism.


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

Learners are not well prepared by teachers to understand the difference between writing an essay/discussion, versus comparing.

Another reason for poor answers, is the lack of practice in evaluating artworks randomly and regularly.





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

Regular oral evaluating of artworks should be done in groups and later also individually for learners to enable them to deal with the required skill.

The regular verbalizing of artwork evaluation, will eliminate much of the following type of incorrect remarks: In Figure 2a the sculptor is standing on a table/ In Figure 2b they have used black and white/ etc.




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

In Question 2.2 the learners who were prepared, showed insight and understanding, but still quite a number compared the artworks of their two chosen artists, where discussion was required.


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




<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Some delightful interpretations came from this question, in 3.1. A number of learners showed very little understanding of the role that line plays in guiding the eye of the viewer or used according to a specific principle of art, merely pointing out which lines they observe.
In 3.2 very good answers were given.

(e) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Because teachers might be neglecting to train the learners about the importance of understanding the aim of the artist and the impact that he/she could accomplish by application of specific principles.




<p>(f) Provide suggestions for improvement in relation to Teaching and Learning</p> <p>The handling of art principles and the aim of the artist in the handling thereof, should be enforced strongly in grades 8 and 9, and in grade 10 the learners should be given many opportunities to develop this skill.</p> <p>Learners need to be encouraged often to ask themselves WHY did the artist..... or HOW could the artist .....</p>




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

Even in 3.2 many learners dealt with awkwardly comparing two works, of which very few were actually fit for comparison.




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

**QUESTION 4**

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

This question was not attempted by many learners. Some did handle the answers thoroughly, but quite a number wrote a lengthy introduction merely repeating the introductory caption immediately below the heading of the question, thus trying to gain marks for information already on the question paper. Thereafter adding the information supplied at the illustrations to make for tiring reading.

Another case where answers had introductions memorized by learners and, although varying here and there, in essence the same summarized information supplied by the teacher, followed by mere descriptions of the work, or historical facts and non-applicable influences in the artist`s life.








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






<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Well answered in many cases.
Often no comparison was made at all in 5.1, but in some cases 5.2 was once again handled as if a comparison was required.

(i) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners seem not to know or check the glossary.
Learners have not been taught by the teachers what is expected with regard to the glossary.
Learners do not read the questions with understanding.
Language as such is a serious barrier in many cases.







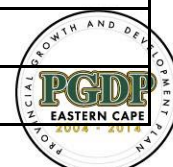
Learners must develop their abilities to evaluate unseen works, but at the same time must know that they cannot expect to gain marks without studying, since at least 50% of each question will depend on this kind of commitment. Writing nonsense in the examination centre might impress their peers seeing them busy, but markers will not be fooled.

**QUESTION 6**

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

A variety of different interpretations made for interesting evaluations.

The many bullets seem to have confused the not so strong learners, causing them to concentrate on not missing any one of them, but not actually answering much, instead of studying the work and then following through.



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

Many learners were totally confused concerning pre- and post-democratic issues.

Many did not make information their knowledge, and thus ignorance was the winner.


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

If teachers can guide learners to interpret different works and then after that to just check which bullets still need attention, the learners might relax and actually be more creative with responses.




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

Some delightful responses to Figure 6: Typical South African schoolgirl struggling against peer pressure, not wanting to be like all the other matches in the box. Matches provide a sense of security in informal settlements in a safe way, as long as the box is not open in the wrong hands – so is smoking and other drugs dangerous. She might be regretting having played with fire. The muscled shadow figure looking like her, could be the guy she thought was safe to be matched with.
In 6.2 again some made comparisons.




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

Learners must be informed concerning the glossary and what could be expected in different questions.


**QUESTION 7**



(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The learners who were able to investigate with an open mind and basic knowledge, came up with strong answers.
However, the word “media”, was interpreted by many as being the influence of television, newspapers and other reports, not knowing that media refers to art medium.
For question 7.2 it was found that in some schools the teachers taught the whole class on the same two artworks only. This was done in a number of other questions as well.

(m)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
It was evident that in some schools incorrect information was given to learners, with the effect that their contextualization was similarly incorrect.
Examples of answers for 7.1: Media could not influence much in 7a, because there was no Internet in 1964. Media has influenced 7b, because it is 2009!






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

It is advisable that teachers require of learners a choice of an appropriate artwork to research on their own over and above what he/she has basically taught, allowing for the learner`s interest and preference, and thus enabling the learner to not be confined to uniformity.






(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.



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

Neglect of the teachers to support the learners to investigate the inspiring work of contemporary architects, considering environment, materials and other specifications.

Inability of learners to see and understand the art elements applied according to principles of art in a practical and at the same time, aesthetic manner.


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

Where possible, the input of an architect concerning specific challenges he had to face



which will be inspiring for the learners for basic and compact research with regard to current environmental challenges.

Teachers should draw the link between architecture and visual arts and guide the learners to observe and report on a regular basis about some or other aspect there-of which they managed to observe.


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




(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Where possible, teachers should take students to visit buildings of architectural value in their environments annually, already from grade 10. They should have questionnaires which they can fill in on sight and so develop an interest and love for architecture.



A.D. HATTINGH

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10-12-2015

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

