



education

Department:
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NATIONAL CURRICULUM STATEMENT GRADES 10-12 (GENERAL)

SUBJECT ASSESSMENT GUIDELINES

VISUAL ARTS

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PREFACE TO SUBJECT ASSESSMENT GUIDELINES

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.

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1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

2.1 Introduction

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

2.2 Continuous assessment

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

2.2.1 Daily assessment

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.

The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

2.2.2 Programme of Assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.

2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4	4	4	16
	FAL	4	4	4	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

* One of these tasks must be an examination

** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 2**	2	2*	(2*) 3*		(6 [#]) 7
Subject choice 3	2	2*	(2*) 3*		(6 [#]) 7

Note:

- * One of these tasks in Term 2 and/or Term 3 must be an examination
- ** If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

3. ASSESSMENT OF VISUAL ARTS IN GRADES 10 - 12

3.1 Introduction

The **Learning Outcomes** in Visual Arts are broadly concerned with conceptualising, making and presenting art and exposing the learner to a range of visual products, processes and issues concerning the roles and functions of visual art. The **Assessment Standards** provide the teacher with clear guidelines as to what learners need to demonstrate in relation to the Learning Outcomes and thus what needs to be assessed.

Assessment in Visual Arts gathers information about the learners' art-making processes and their understanding of Southern African, African and global art, past and present. The assessment of Visual Arts also promotes critical reflection on diverse visual arts issues.

The subject Visual Arts develops many kinds of skills. These include:

- technical skills – manipulation of various media in the process of making art;
- perceptual skills – observation, composition and interpretation; and
- critical and analytical - writing and talking about art.

Learning in the Visual Arts involves the acquisition of knowledge, however, it is the *understanding* and *creative use* of this knowledge that is important and must be assessed, particularly through critical engagement with artworks from a range of cultures. This engagement enables learners to analyse their own cultural attitudes and values in relation to those of other cultures.

To fully assess all the knowledge, skills and values of Visual Arts in an authentic manner, practical tasks are necessary. The assessment of practical assignments or tasks should not simply focus on the product but should take cognisance of the *process*, thus reflecting the requirements of Learning Outcomes 1, 2 and 3, in other words conceptualising, making, presenting and managing.

Suggested weighting of the Learning Outcomes:

LEARNING OUTCOMES		WEIGHTING
Learning Outcome 1:	Conceptualising	30%
Learning Outcome 2:	Making	30%
Learning Outcome 3:	Management and presentation	10%
Learning Outcome 4:	Visual culture studies	30%

Three of the four Learning Outcomes for Visual Arts require that the learner demonstrates his or her ability to conceptualise, make and present art. Thus Visual Arts has a strong practical component.

3.2 Daily assessment in Grades 10, 11 and 12

Daily assessment needs to take place on an informal basis *during* the learning process so that the teacher can provide the learner with ongoing formative support. In this way, learners receive feedback on their performance while still involved with a task and not only on completion of the task. Thus knowledge or skills gaps can be identified early and the necessary support can be given before the learner completes the task. This type of assessment should not be used for formal reporting purposes and it is not necessary for a teacher to record learner performance in daily assessment tasks.

Daily assessment tasks are used to

- develop learners’ skills, knowledge, values and attitudes;
- assess learners’ strengths and weaknesses;
- provide additional support to learners by revisiting or revising certain sections; and
- motivate and encourage learners.

Examples of daily assessment tasks include:

- Responding to an unseen project brief
- Short drawing assignments (observational and expressive)
- Critical analysis of unseen visual and written texts

Examples of assessment tools:

- Checklist
- Observation sheet
- Assessment grid

Examples of daily assessment tasks for Grades 10, 11 and 12:

LEARNING OUTCOME 1	SKILLS, KNOWLEDGE AND VALUES	EXAMPLES OF TASKS
<p>Conceptualising: <i>The learner is able to explore, develop and realise creative ideas in response to both externally set and self-generated projects, drawing on own experience and own knowledge of visual culture in past and present.</i></p>	<p>Drawing skills – observing, expressing, interpreting and recording</p> <p>Creating and exploring, recalling and imagining</p> <p>Knowledge of contemporary art making trends</p> <p>Exploring different approaches to generating ideas and planning of Art works</p> <p>Demonstrating flexibility in developing visual ideas</p> <p>Contextualising, understanding and responding to signs and symbols and images from a broad range of visual cultures, past and present</p>	<p><u>Mostly executed in Source Book/s:</u> Generate ideas in response to a brief or motivational task for a practical art project.</p> <p>Record observations from direct experience of the natural and manmade environment.</p> <p>Collect images to support visual research and trigger personal responses (e.g. own photographs and images culled from print and electronic media).</p> <p>Make reflections, comments, spider diagrams, mind-maps, feelings, thoughts and journal-type entries to support visual research and ideas.</p>

LEARNING OUTCOME 2	SKILLS, KNOWLEDGE AND VALUES	EXAMPLES OF TASKS
<p>Making: <i>The learner is able to explore and manipulate materials, techniques and processes in the making of imaginative and innovative objects of personal expression.</i></p>	<p>Understanding and using the formal language of the visual arts (line, shape, tone, colour, composition etc.)</p> <p>Communicating and expressing personal ideas and feelings</p> <p>Interpreting and transforming images and ideas</p> <p>Developing source book material as the basis for art making</p> <p>Understanding the importance of process in relation to product</p> <p>Demonstrate knowledge of a range of materials, techniques and tools and technical skills</p> <p>Understanding the use of recycled waste materials in art</p> <p>Using tools and materials safely and responsibly</p> <p>Reflecting</p>	<p>Respond to a “Brief” i.e. task requirements, by creating a visual product from concepts – developed initially in the source book.</p> <p>Explore a variety of materials, tools and techniques.</p> <p>Use limited resources – e.g. waste materials to create an art piece.</p> <p>Use both new and traditional technologies.</p>
LEARNING OUTCOME 3	SKILLS, KNOWLEDGE AND VALUES	EXAMPLES OF TASKS
<p>Management and presentation: <i>The learner is able to effectively manage own working process and own personal and professional development within the visual arts field.</i></p>	<p>Demonstrate ability to be self motivated and focused on the task</p> <p>Time management - completing given tasks within specified time, space and resource constraints</p> <p>Knowledge and understanding of exhibition criteria</p> <p>Display and presentation skills</p> <p>Maintaining visual resources in an organised manner, i.e. constructive use of source book.</p> <p>Knowledge and understanding of art-marketing processes</p> <p>Knowledge and understanding of learning pathways and careers related to Visual Arts</p>	<p>Maintain source book as an ongoing visual diary or creative journal to record the Visual Arts ‘journey’ throughout the grade.</p> <p><u>The source book provides evidence of the learner’s level of involvement and progress at any stage during the year.</u></p> <p>Research careers related to Visual Arts.</p>

LEARNING OUTCOME 4	SKILLS, KNOWLEDGE AND VALUES	EXAMPLES OF TASKS
Visual culture studies: <i>The learner is able to demonstrate knowledge, skills, values and attitudes acquired through the study of diverse roles and functions of the visual arts in contemporary life and in different times and cultures.</i>	Reflection and evaluation of visual arts processes, forms and products Writing, interpretive and research skills Critical reflection Visual analysis and critical thinking Acknowledgement of, and respect for cultural diversity Knowledge of a wide range of cultures Awareness of the role of culture in image making Knowledge and understanding of cultural bias, stereotypes and discrimination within cultural practices	Analyse works of visual art by identifying particular elements of art, compositional principles and multiple aesthetic qualities. Critically investigate and debate a range of visual texts. Investigate the role and development of the visual arts in past and present cultures within a range of historical and cultural contexts. Debate a range of cultural issues relating to the visual arts both orally and in writing.

See Appendix 1 for examples of daily assessment tasks and tools.

3.3 Assessment in Grades 10 and 11

3.3.1 Programme of Assessment in Grades 10 and 11

The Programme of Assessment for Visual Arts in Grades 10 and 11 comprises seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for Visual Arts while the end-of-year assessment is the seventh task and makes up the remaining 75%. The end-of-year assessment includes three components: a written examination, a practical examination and a practical retrospective year-work exhibition.

PROGRAMME OF ASSESSMENT		
SIX ASSESSMENT TASKS UNDERTAKEN DURING THE YEAR (Terms 1, 2, 3 = 25% of final mark)	ONE END-OF-YEAR ASSESSMENT TASK (Term 4 = 75% of final mark)	
100 marks	300 marks	
<ul style="list-style-type: none"> • 2 tests • 1 exam (midyear) <ul style="list-style-type: none"> ▪ Theory paper ▪ Practical • 3 integrated practical tasks 	FINAL RETROSPECTIVE EXHIBITION + SOURCE BOOKS	EXAMINATION <ul style="list-style-type: none"> • Written examination (100) • Practical examination project (50)
100 marks	150 marks	150 marks
FINAL MARK TOTAL = 400 MARKS		

The Programme of Assessment comprises the following tasks:

- Two tests (first and third term)
- One exam: written and practical (midyear)
- Three integrated practical tasks where both the preparation and the product are assessed (one per term in terms 1–3)
- One end-of-year assessment task which includes three components: a written examination (100), a practical examination (50) and a practical retrospective exhibition (150).

Example of a Programme of Assessment for Grades 10 and 11:

Programme of Assessment		
TERM 1	TERM 2	TERM 3
TASK 1: Integrated Practical Task (50)	TASK 3: Integrated Practical Task (50)	TASK 5: Integrated Practical Task (50)
TASK 2: Test (50)	TASK 4: Midyear Examination Written & Practical (100)	TASK 6: Test (50)
Total (100)	Total (150)	Total (100)
*Six tasks Total = 350 Converted to 100 marks (25% of total year mark)		
TERM 4 (Task 7) End-of-year Assessment		
Practical retrospective end-of-year exhibition + Source Book	Written Examination	Practical Examination
Total (150)	Total (100)	Total (50)
**Task Seven Total = 300 (75% of total year mark)		
Subject total = *100 + **300 = 400 marks =100%		

3.3.2 Assessment tasks in Grades 10 and 11

Tests

The tests in Visual Arts must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include visual culture studies and the theoretical underpinnings of design, making, management and presentation.

Integrated practical tasks culminating in the practical retrospective exhibition

The three integrated practical tasks should include both preparatory practical and theoretical work and an artwork produced on this preparation.

A Source Book must be developed to provide evidence of the preparatory work undertaken prior to the production of an artwork. This preparatory work

could include planning, preliminary sketches, research or any other written tasks required to be carried out before the artwork is produced.

Marks must be allocated to both the preparatory process recorded in the source book and the final product.

The evidence produced in the three integrated practical tasks culminates in a practical retrospective exhibition at the end of the year. The marks earned in each of the integrated practical tasks (preparation in source book and practical work) are added together to arrive at a mark out of 150.

The marks for the integrated practical tasks will be constituted and attained by the following elements which must be weighted according to the focus of the task:

- Preparatory work recorded in a Source book – investigation and generation of ideas (Learning Outcome 1 - Conceptualising)
- Presentation of the artwork undertaken (Learning Outcome 3 - Presentation)
- Making of the final artwork (Learning Outcome 2 - Making)
- Theoretical research/ recording/ writing/ reflection (Learning Outcome 4 - Visual Literacy/ Culture Studies)

Note: Grade 11 practical year work can form part of the Grade 12 final exhibition.

Examinations

The midyear and end-of-year examinations in Grades 10 and 11 will consist of two examinations: a written examination and a practical examination.

Suggested outline for the midyear and year-end written and practical examinations for Grades 10 and 11:

GRADE 10 and 11		
PRACTICAL EXAMINATION	Format	Learner responds to a single theme and brief.
	Number of papers	1
	Duration	GRADE 10: Minimum 6 hours – maximum 12 hours (to be carried out during contact time over a period of weeks in term 2 and 4) GRADE 11: Minimum 8 hours – maximum 18 hours (to be carried out during contact time over a period of weeks in terms 2 and 4)
	Mark allocation	50
	Learning Outcomes	LOs 1,2 and 3
WRITTEN EXAMINATION	Format	Visual literacy: the language of art / Critical and contextual studies
	Number of papers	1
	Duration	GRADE 10: 2 hours GRADE 11: 3 hours
	Mark allocation	100
	Learning Outcomes	Mainly LO4 but also aspects of 1, 2 and 3

The assessment of practical work will largely be carried out by the teacher, although self and peer assessment also needs to form part of the assessment process during the year.

See Appendix 2 for rating codes and descriptions that can be used to assess learner performance.

3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Visual Arts and external assessment which makes up the remaining 75% (practical and theory). The external assessment is externally set and moderated and includes three components: a written examination, a practical examination and a practical retrospective year-work exhibition.

PROGRAMME OF ASSESSMENT	EXTERNAL ASSESSMENT	
SEVEN ASSESSMENT TASKS UNDERTAKEN DURING THE YEAR (Terms 1, 2, 3 = 25% of final mark)	ONE EXTERNAL ASSESSMENT TASK (Term 4 = 75% of final mark)	
100 marks	300 marks	
<ul style="list-style-type: none"> • 2 tests • 1 exam (midyear) <ul style="list-style-type: none"> ▪ Theory paper ▪ Practical • 3 practical integrated tasks 	FINAL RETROSPECTIVE EXHIBITION + SOURCE BOOKS	EXAMINATION <ul style="list-style-type: none"> • Written examination (100) • Practical examination project (50)
100 marks	150 marks	150 marks
FINAL MARK TOTAL = 400 MARKS		

The tasks contained in the Programme of Assessment and External Assessment constitute the annual assessment plan for Grade 12.

Example of an annual assessment plan for Grade 12:

Programme of Assessment		
TERM 1	TERM 2	TERM 3
TASK 1: Integrated Practical Task (50)	TASK 3: Integrated Practical Task (50)	TASK 5: Integrated Practical Task (50)
TASK 2: Test (50)	TASK 4: Midyear Examination Written (100) Practical (50)	TASK 6: Test (50)
		TASK 7: Trial examination Written (100) Practical (50)
Total (100)	Total (150)	Total (200)
*Seven tasks Total = 450 Converted to 100 marks (25% of total year mark)		
TERM 4 (Task 7) End-of-year Assessment		
Practical retrospective end-of-year exhibition + Source Book	Written Examination	Practical Examination
Total (150)	Total (100)	Total (50)
*External Task Total = 300 (75% of total year mark)		
Subject total = *100 + *300 = 400 marks =100%		

In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term.

3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Visual Arts in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two are examinations and two are tests. The remaining three tasks should consist of integrated practical tasks that involve both practical and written work and the making of artwork.

Tests

The tests in Visual Arts must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include visual culture studies and the theoretical underpinnings of design, making, management and presentation.

Integrated practical tasks culminating in the practical retrospective exhibition

The three integrated practical tasks should include both preparatory practical and theoretical work and an artwork produced on this preparation.

A Source Book must be developed to provide evidence of the preparatory work undertaken prior to the production of an artwork. This preparatory work could include planning, preliminary sketches, research or any other written tasks required to be carried out before the artwork is produced.

Marks must be allocated to both the preparatory process recorded in the source book and the final product.

The evidence produced in the three integrated practical tasks culminates in a practical retrospective exhibition at the end of the year. The marks earned in each of the integrated practical tasks (preparation in source book and practical work) are added together to arrive at a mark out of 150.

The marks for the integrated practical tasks will be constituted and attained by the following elements which must be weighted according to the focus of the task:

- Preparatory work recorded in a Source book – investigation and generation of ideas (Learning Outcome 1 - Conceptualising)
- Presentation of the artwork undertaken (Learning Outcome 3 - Presentation)
- Making of the final artwork (Learning Outcome 2 - Making)
- Theoretical research/ recording/ writing/ reflection (Learning Outcome 4 - Visual Literacy/ Culture Studies)

Examinations

Learners are expected to complete one written and practical examination for the midyear exam and one for the trial exam. This should be similar in format to the external written and practical examination.

3.4.2 External assessment in Grade 12 (Fourth Term)

The external assessment component in Grade 12 consists of three components: a practical retrospective year-work exhibition, an externally written examination and a practical examination.

3.4.2.1 Practical Retrospective Exhibition

The evidence produced in the three integrated practical tasks culminates in a practical retrospective exhibition at the end of the year. The marks earned in each of the integrated practical tasks (preparation in Source Book and practical work) are added together to arrive at a mark out of 150.

Note: Other shorter assessment tasks can be included if and when required. Also, Grade 11 practical year work can form part of the Grade 12 final exhibition.

The work will be assessed by the teacher and moderated in every case by a provincially appointed moderator.

3.4.2.2 Examination papers

Learners are expected to complete two examinations: one practical and the other written. The practical examination will focus on Learning Outcomes 1 to 3, while the three-hour written examination paper will focus on Learning Outcome 4.

Suggested outline for the examination papers:

EXTERNAL ASSESSMENT		
PRACTICAL EXAMINATION	Format	Learner responds to a project brief with a single theme.
	Number of papers	1
	Duration	To be carried out during contact time in term 3 and 4 (minimum of 8 hours) – allowance should be made for at least ONE extended working session in this time frame.
	Mark allocation	50
	Learning Outcomes	LOs 1,2 and 3 and aspects of LO4
WRITTEN EXAMINATION	Format	Visual literacy: the language of art / Critical and contextual studies
	Number of papers	1
	Duration	3 hours
	Mark allocation	100
	Learning Outcomes	Mainly LO4 but also aspects of 1, 2 and 3

3.5 Promotion

The following are the basic skills, knowledge, values and attitudes that a learner should have developed at the end of each grade:

Grade 10

The learner should be able to:

- Generate ideas in response to a project brief using a variety of approaches.
- Demonstrate basic technical skills in the use of a range of materials and techniques.
- Demonstrate basic ability to solve visual and conceptual problems in the realisation of creative ideas.
- Manage own working process and present own work showing awareness of basic display conventions.
- Demonstrate fundamental critical and analytical writing and research skills using appropriate Visual Arts terminology.
- Demonstrate knowledge and understanding of the visual arts within a range of social and historical contexts.

Grade 11

The learner should be able to:

- Creatively apply a range of processes in generating ideas in response to a project brief.
- Demonstrate developed technical skills in the use of a range of materials and techniques.
- Demonstrate a developed ability to solve visual and conceptual problems in the creation of imaginative artworks that demonstrate a developing personal language.
- Effectively manage working process and present own work showing awareness of professional display conventions.
- Demonstrate developed critical analytical writing and research skills in a range of contexts.
- Demonstrate knowledge and understanding of various Visual Arts issues within a range of historical and cultural contexts.

Grade 12

The learner should be able to:

- Independently and creatively apply advanced approaches to generating ideas in response to a project brief.
- Demonstrate an advanced degree of technical skill in the use of a range of materials and techniques.
- Solve visual and conceptual problems in the creation of imaginative and innovative artworks using a personal, expressive visual language.
- Effectively manage time and the working process and present own work in a professional manner that enhances the expressive and conceptual impact of the work.
- Demonstrate advanced critical analytical writing and research skills using multiple sources.
- Demonstrate an advanced knowledge and understanding of various Visual Arts issues including bias, prejudice and stereotyping within a range of historical and cultural contexts.

3.6 Moderation of internal assessment

All Grade 10 and 11 tasks are internally moderated, while all Grade 12 tasks should be externally moderated. The subject head or head of department for Visual Arts and/or Arts and Culture subjects at the school will generally manage this process.

An example of a moderation tool which could be adapted for school use is provided in Appendix 3.

APPENDIX 1: EXAMPLES OF DAILY ASSESSMENT TASKS AND TOOLS

ASSESSMENT TASK A: Responding to a project brief

Learning Outcome 1: Conceptualising

Assessment Standards:

- Explore different approaches to generating ideas in response to a motivational task.
- Explore and resolve given and specific conceptual challenges.

Learning Outcome 3: Management and presentation

Assessment Standards:

- Prepare own work for display in presentable manner.
- Explore different approaches.

ASSESSMENT RUBRIC: RESPONDING TO A VISUAL ARTS BRIEF				
Learner's name:				
Grade 10				
Date:				
	Place a ✓ in box			
	Outstanding	Satisfactory	Adequate	Basic
	4	3	2	1
Understands, analyses and interprets the brief.				
Freely investigates, explores and generates ideas.				
Uses different creative approaches to carry out visual research.				
Solves visual and conceptual problems in divergent ways.				
Shows technical skill in the use of a variety of media and techniques.				
Displays presentation skills.				
Comments:				

ASSESSMENT TASK B: Expressive drawing

Learning Outcome 2: Making

Assessment Standards:

- Explore and experiment with a range of materials, techniques, processes and equipment.
- Demonstrate basic practical skill in and knowledge of a range of materials, techniques, processes and equipment.
- Demonstrate the importance of process in relation to product.

Learning Outcome 3: Management and presentation

Assessment Standards:

- Complete given tasks within specified time, space and resource constraints.

Duration: 1 hour

Brief for assessment task: Make a drawing of a plant (stem, leaves and roots) in which you explore the notion of expressive drawing. In other words, use the object as a starting point but project your own feelings and emotions onto the plant. Do not try to draw it exactly as you see it but make use of distortion and exaggeration. Work quickly and loosely.

In your drawing:

- Do not use any colour - black and white media only.
- Use a range of mark-making implements and materials, for example Koki's, pastels, pencils, ballpoint pens, reed pens, earbuds dipped in ink, wax crayons or charcoal.
- Use a variety of contrasting marks, for example cross-hatching, stippling, smudging or smearing.

SELF-ASSESSMENT CHECKLIST: EXPRESSIVE DRAWING		
Grade 10	Date:	
		✓ or ✗
		COMMENTS
Answer the following questions:		
Do I understand the meaning of the word 'expressive'?		
Did I use distortion and exaggeration in my drawing?		
Did I work quickly and loosely when making my drawing?		
Did I use a variety of materials?		
Did I use a variety of marks?		
Did I use any colour?		
Did I complete the drawing within the time limit?		
Consider the following questions:		
How could I improve my drawing?		
What drawing skills do I need to develop further?		
What support do I need?		
Write your comments below or use the back of this sheet:		

ASSESSMENT TASK C: Analysis of a visual text

Learning Outcome 4: Visual culture studies

Assessment Standards:

- Use appropriate visual arts terminology in all areas of Visual Arts.
- Apply skills and processes of visual analysis and critical thinking in engaging with own work and the work of others.
- Demonstrate basic writing and research skills in the study of art within historical and cultural contexts.

Duration: 1 hour

Brief for assessment task: Each learner is given an unseen visual text (e.g. an image of a sculpture, craftwork, print or painting). The learner is asked to write a critical analysis of the particular image.

Prior Knowledge: The learners will already have had experience and guidance in critical analysis thus the task will allow the teacher to assess the learner's strengths and weaknesses and determine the need for revision of critical analytical skills and extra support for individual learners if and where necessary.

ASSESSMENT RATING SCALE: RESPONDING TO A VISUAL ARTS BRIEF		
Learner's name:		
Grade 10		
Date:		
Achievement	The learner ...	✓
4 Excellent	Uses a wide range of appropriate terminology with confidence and obvious understanding. 'Reads' and critically analyses visual texts with deep insight and interprets content beyond the merely visible. Demonstrates a high level of writing skills and expresses own understanding clearly. Can be challenged with more difficult tasks.	
3 Satisfactory	Uses a range of appropriate terminology with fair understanding. 'Reads' and critically analyses visual texts with some degree of insight. Demonstrates a satisfactory level of writing skills and shows some degree of own understanding. Needs some constant support.	
2 Basic	Uses some terminology but with only basic understanding. 'Reads' and critically analyses visual texts at a basic level but with limited insight. Demonstrates basic writing skills but has difficulty in expressing own understanding. Needs substantial ongoing support.	
1 Inadequate	Uses some terminology but with little or no understanding. Lacks critical analytical skills and is only able to describe a visual text. Demonstrates few writing skills and struggles to express ideas in a coherent manner. Needs substantial ongoing support.	

APPENDIX 2: RATING CODES AND DESCRIPTIONS

Example 1: Assessing learners' ability to conceptualise and generate ideas for visual arts

ACHIEVEMENT RATING CODE	LEARNING OUTCOME 1: CONCEPTUALISING	✓
<p style="text-align: center;">7 Outstanding 80-100%</p>	<p>Shows exceptional insight into and understanding of the brief or project. Uses highly creative, innovative and divergent approaches to generating ideas. Analyses, explores and resolves visual and conceptual problems with outstanding ability. Explores own experience and broader visual culture with outstanding exposition. Prepares extremely thoroughly.</p>	
<p style="text-align: center;">6 Meritorious 70-79%</p>	<p>Shows deep insight into and understanding of the brief or project. Uses relevant and divergent approaches to generate ideas and conduct visual research. Confidently analyses, explores and resolves visual and conceptual problems. Explores own experience and broader visual culture with confident exposition. Prepares very thoroughly.</p>	
<p style="text-align: center;">5 Substantial 60-69%</p>	<p>Shows substantial insight into and understanding of the brief or project Uses a range of approaches to generate ideas and conduct visual research. Competently analyses, explores and resolves visual and conceptual problems. Explores own experience and broader visual culture with substantial exposition. Displays substantial preparation.</p>	
<p style="text-align: center;">4 Moderate 50-59%</p>	<p>Shows moderate insight into and understanding of the brief or project. Shows moderate evidence of a range of approaches used to generate ideas and conduct visual research. Fairly competently analyses, explores and resolves visual and conceptual problems. Explores own experience and broader visual culture with moderate exposition. Displays satisfactory preparation.</p>	
<p style="text-align: center;">3 Adequate 40-49%</p>	<p>Shows adequate insight into and understanding of the brief or project. Uses some approaches to generate ideas and conduct visual research. Adequately analyses, explores and resolves visual and conceptual problems. Explores own experience and broader visual culture with fair exposition. Shows some preparation.</p>	
<p style="text-align: center;">2 Elementary 30-39%</p>	<p>Shows limited understanding of the brief or project. Has limited ability to generate ideas and conduct visual research. Has little ability to analyse, explore and resolve visual and conceptual problems. Shows little evidence of being able to explore own experience and broader visual culture. Lacks thorough preparation.</p>	
<p style="text-align: center;">1 Not achieved 0-29%</p>	<p>Shows little or no understanding of the brief or project Has difficulty in generating ideas or conducting visual research. Is unable to analyse, explore and resolve visual and conceptual problems. Lacks ability to explore own experience and broader visual culture. Submits little or no work.</p>	

Example 2: Assessing learners' ability to make and present visual arts

ACHIEVEMENT RATING CODE	LEARNING OUTCOMES 2 AND 3: MAKING AND PRESENTING	✓
<p>7 Outstanding 80-100%</p>	<p>Uses a range of materials and techniques with an exceptionally high degree of technical skill and confidence. Creates visually exciting, highly innovative artworks using new and traditional technologies. Shows an outstanding ability to manage time and the working process. Displays outstanding presentation skills.</p>	
<p>6 Meritorious 70-79%</p>	<p>Uses a range of materials and techniques with a high level of technical skill. Creates innovative artworks with confidence using new and traditional technologies. Shows good ability to manage time and the working process. Displays excellent presentation skills.</p>	
<p>5 Substantial 60-69%</p>	<p>Uses a range of materials and techniques with a substantial level of technical skill Produces proficient, fairly creative artworks using new and traditional technologies Demonstrates substantial ability to manage time and the working process. Displays competent presentation skills.</p>	
<p>4 Moderate 50-59%</p>	<p>Uses a fair range of materials and techniques with a moderate level of technical skill. Produces artworks using new and traditional technologies with a moderate level of creativity. Shows moderate ability to manage time and the working process. Displays moderate presentation skills.</p>	
<p>3 Adequate 40-49%</p>	<p>Uses a range of materials and techniques with an adequate level of technical skill. Produces artworks using new and traditional technologies but with little evidence of creativity or innovation. Shows a fair ability to manage time and the working process. Displays adequate presentation skills.</p>	
<p>2 Elementary 30-39%</p>	<p>Uses materials and techniques with minimal technical skill. Produces uninspiring artworks lacking in creativity. Lacks ability to manage time and the working process and lacks commitment. Displays poor presentation skills.</p>	
<p>1 Not achieved 0-29%</p>	<p>Is unable to manipulate materials and techniques with any degree of technical skill. Is unable to produce artworks with any level of proficiency. Shows no ability to manage time and the working process and entirely lacks commitment. Displays unacceptable level of presentation.</p>	

Example 3: Assessing learners' ability to analyse and respond to examples of visual culture

ACHIEVEMENT RATING CODE	LEARNING OUTCOME 4: VISUAL CULTURE STUDIES	✓
<p>7 Outstanding 80-100%</p>	<p>Demonstrates exceptional ability to respond to and analyse artworks in relation to their cultural, social, political and historical contexts. Shows outstanding ability in the use of appropriate visual arts terminology. Demonstrates extremely well-developed writing and research skills in the study of art. Shows exceptional insight and understanding and uses divergent approaches.</p>	
<p>6 Meritorious 70-79%</p>	<p>Demonstrates a well-developed ability to respond to and analyse artworks in relation to their cultural, social, political and historical contexts. Shows excellent ability in the use of appropriate visual arts terminology. Demonstrates highly developed writing and research skills in the study of art. Shows excellent insight and understanding.</p>	
<p>5 Substantial 60-69%</p>	<p>Demonstrates substantial ability to respond to and analyse artworks in relation to their cultural, social, political and historical contexts. Shows substantial competence in the use of appropriate visual arts terminology. Demonstrates well-developed writing and research skills in the study of art. Shows a good level of insight and understanding.</p>	
<p>4 Moderate 50-59%</p>	<p>Demonstrates moderate ability to respond to and analyse artworks in relation to their cultural, social, political and historical contexts. Shows moderate competence in the use of appropriate visual arts terminology. Demonstrates competent writing and research skills in the study of art Shows a fair level of insight and understanding.</p>	
<p>3 Adequate 40-49%</p>	<p>Demonstrates adequate ability to respond to and analyse artworks in relation to their cultural, social, political and historical contexts. Shows adequate competence in the use of appropriate visual arts terminology. Demonstrates adequate writing and research skills in the study of art.</p>	
<p>2 Elementary 30-39%</p>	<p>Demonstrates only basic ability to respond to and analyse artworks in relation to their cultural, social, political and historical contexts. Shows little ability in the use of appropriate visual arts terminology. Demonstrates basic writing and research skills in the study of art.</p>	
<p>1 Not achieved 0-29%</p>	<p>Demonstrates little or no ability to respond to and analyse artworks in relation to their cultural, social, political and historical contexts. Shows extremely limited ability in the use of appropriate visual arts terminology. Demonstrates limited writing and research skills in the study of art. Shows little or no understanding or insight.</p>	

APPENDIX 3: EXAMPLE OF AN INTERNAL MODERATION TOOL

VISUAL ARTS: MODERATION OF INTERNAL ASSESSMENT		
Region:	District:	
Name of school:	Name of teacher:.....	
Grade:	Term:	
LEARNERS' PORTFOLIOS	✓ or ✗	COMMENTS
Does the portfolio cover carry all the necessary information, i.e. name of learner, grade, name of school, year?		
Does the portfolio have an index?		
Has the required amount of assessment tasks been carried out?		
ASSESSMENT TASKS – WHAT EVIDENCE IS AVAILABLE?		
Controlled tests		
Informal assessment tasks		
Research tasks		
Practical assignments in response to project briefs using different visual arts forms, media and methods		
Exhibitions or displays		
Source book – evidence of conceptualising and visual research		
STANDARD OF ASSESSMENT		
Do the tasks reflect all the Learning Outcomes?		
Do the tasks reflect the appropriate Assessment Standards for the grade?		
Has assessment been carried out according to the set criteria and/or memoranda?		
Are the marks or level descriptors awarded fairly and consistently according to the level of the grade?		
Are the assessment tasks of a satisfactory standard?		
Are the assessment tools included?		
Do the tasks take into account the varying abilities of learners, i.e. do they reflect varying levels of difficulty?		
Do the tasks sufficiently develop skills, knowledge, values and attitudes?		
Is there evidence of feedback?		
TEACHER'S PORTFOLIO		
Does the portfolio cover carry all the necessary information, i.e. name of teacher, name of school, year?		
Is the portfolio well organised and indexed?		
Are all marksheets included?		
ASSESSMENT TASKS		
Is there evidence of a range of assessment tasks being carried out?		
Are copies of instructions for all assessment tasks included?		
Are the assessment tools included?		
FURTHER COMMENTS: SEE OVER THE PAGE		
Signature of teacher:	Date:.....	
.....		
Signature of head of department or cluster co-ordinator or provincial moderator:	Date:.....	