

CHAPTER 4

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various methods. This involves four steps:

- Generating and collecting evidence of achievement;
- Evaluating this evidence;
- Recording the findings and
- Using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment involves activities that are undertaken throughout the year. In grades 10-12 assessment comprises two different but related activities: informal daily assessment (assessment for learning) and formal assessment (assessment of learning).

4.2 Informal or daily assessment

- Assessment for learning has the purpose of continuously collecting information regarding a learner's achievement that can be used to improve their learning.
- Informal assessment is crucial in Visual Arts. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, case studies, etc. It should not be seen as separate from the learning activities taking place in the classroom. Learners or teachers can mark some of these assessment tasks. Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance.
- The results of the informal 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 informal assessment tasks are not taken into account for promotion and certification purposes.

4.3 Formal assessment

4.3.1 Formal Assessment Requirements

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and

formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations and practical tasks. Formal assessment tasks form part of a year-long formal programme of Assessment in each grade and subject.

The forms of assessment used should be appropriate to the age and the developmental level of the learners in the grade. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of content is assessed. Objectives, topics and content in the subject should be used to inform the planning and development of assessment tasks.

The formal assessment requirements for Visual Arts are as follows:

- 2 Practical Tasks – consisting of Conceptualising (100) and Artwork (100)
- Conceptualising (100) is constitute the term practical mark and becomes part of the SBA
- Artwork (100) is informally assessed and continuous between the terms and will be formally assessed as the PAT exhibition.
- Grade 10 and 11 Theory consist of two test (50) in term 1 and 3; and one examination (100).
- Grade 12 Theory consists of one test (50) in term 1 and two examinations (100) in term 2 and 3.
- The end-of-year assessment component includes three parts: A Practical Assessment Task, and a written theory paper and a retrospective exhibition of the year's work. Together these three parts make up the remaining 75% in all grades.
- In Grade 10 and 11 all assessment is internal.
- In Grade 12 the formal assessment (25%) is internally set and marked but externally moderated. The end-of- the-year assessment (75%) is externally set, marked and moderated.

Table 1a Formal Assessment Grade 10 and 11

FORMAL ASSESSMENT ARTS SUBJECTS			
INTERNAL	INTERNAL		
SBA	PAT EXHIBITION	PRACTICAL EXAM	THEORY EXAM
25%	25%	25%	25%
100 Marks	100 Marks	100 Marks	100 Marks
TOTAL 400 MARKS			

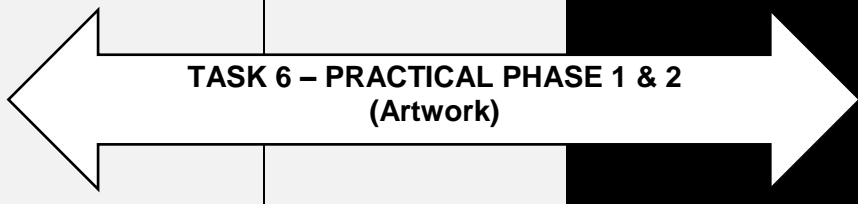
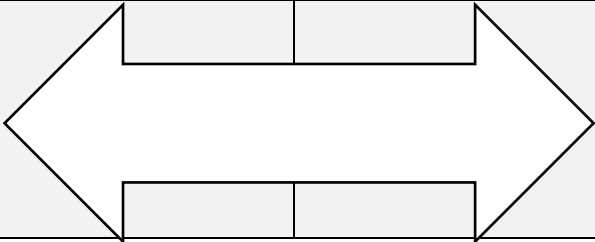
GRADE 10 and 11 FORMAL ASSESSMENT FOR VISUAL ARTS			
SCHOOL BASED ASSESSMENT (Internal)			EXAMINATION (Internal)
Term One	Term Two	Term Three	Term Four
TASK 1 – THEORY (Visual Culture Studies – Test) 50 Marks	TASK 3 – THEORY (Visual Culture Studies – Examination) 100 Marks	TASK 5 – THEORY (Visual Culture Studies – Test) 50 Marks	TASK 7. 2 – THEORY (Visual Culture Studies) 100 Marks
12.5%	25%	12.5%	
TASK 2 – PRACTICAL (Conceptualising) 100 Marks	TASK 4 – PRACTICAL (Conceptualising) 100 Marks	TASK 7.1 – P2 PRACTICAL EXAM (Conceptualising) 50 + (Artwork) 50 Marks	
25%	25%		
			TASK 6 – PAT EXHIBITION FINAL PHASE (Artworks) 100 Marks
150 Marks	200 Marks	100 Marks	300 Marks
150 Marks + 200 Marks + 50 Marks (SBA) + 300 Marks (PAT + EXAM) = 750 TOTAL Marks			

Table 1a Formal Assessment Grade 12

FORMAL ASSESSMENT ARTS SUBJECTS			
INTERNAL	EXTERNAL		
SBA	PAT EXHIBITION	PRACTICAL EXAM	THEORY EXAM
25%	25%	25%	25%
100 Marks	100 Marks	100 Marks	100 Marks
TOTAL 400 MARKS			

GRADE 12 FORMAL ASSESSMENT FOR VISUAL ARTS			
SCHOOL BASED ASSESSMENT (Internal)			EXAMINATION (External)
Term One	Term Two	Term Three	Term Four
TASK 1 – THEORY (Visual Culture Studies – Test) 50 Marks	TASK 3 – THEORY (Visual Culture Studies – Examination) 100 Marks	TASK 5 – THEORY (Visual Culture Studies – Prelim Examination) 100 Marks	TASK 7 – P1 THEORY (Visual Culture Studies NSC Examination) 100 Marks
11.11%	22.22%	22.22%	
TASK 2 – PRACTICAL (Conceptualising) 100 Marks	TASK 4 – PRACTICAL (Conceptualising) 100 Marks	TASK 7 – NSC P2 PRACTICAL EXAM (Conceptualising) 50 Marks	TASK 7 – NSC P2 PRACTICAL EXAM (Artwork) 50 Marks
22.22%	22.22%		
		TASK 6 – PAT EXHIBITION FINAL PHASE (Artworks) 100 Marks	
150 Marks	200 Marks	100 Marks	300 Marks
150 Marks + 200 Marks + 100 Marks (SBA) + 300 Marks (PAT + EXAM) = 750 TOTAL Marks			

NB. The Practical Final Examination will run until the date written on examination brief.

The PAT exhibition will be conducted according to Provincial blocked times as per its demographics.

4.3.2 Types of formal assessment for Visual Arts

Practical projects

In Grades 10 and 11 each learner must do one Practical in terms 1, 2 and 3; in Grades 12 each learner must do one Practical in terms 1 and 2.

The teacher will set the practical project considering the following:

- Inspiring creativity, originality and innovation is of utmost importance.
- Tasks should be developmental and should ensure a progression of skills and tasks;
- A Grade 10 brief will have more specific guidelines; while Grade 12 task should be **OPEN- ENDED** briefs that allow learners to choose the materials, tools, techniques, themes and processes within their specialised practical options, for example painting, sculpture, printmaking, et cetera.
- Contextual factors namely the materials, equipment and facilities at a school; resources, cost, experience of learners, et cetera.
- The exact aim or end product expected of the task regarding medium, size et cetera, remembering to give scope to innovative and personal interpretations.
- Artworks tell us about artist's experiences, ideas and feelings. Encourage 'honesty' so that learners' artworks speak of their experiences, ideas and feelings, so that they do not produce 'second hand' works.
- Many teachers may decide on a broad theme for the annual practical work and then subdivide it into specific aspects of the theme, in other words one per term. This can result in a more coherent body of work in the retrospective exhibition.
- Although learners must receive a written brief, it is sometimes a good idea to give the brief to them just before starting with the final artwork. Topic 1 would consist of a series of 'building blocks' (Step-by-step activities as part of the process work) given at consecutive times to ensure experimentation. Learners may not know where the topic is leading them to, which creates an aspect of surprise. This prevents the tendency of learners getting stuck on their first idea without experimenting and researching other possibilities.
- Set expectations, minimum requirements and deadlines regarding the end product.

The Practical project must ...

- determine the content/skills/knowledge to be addressed;
- set clear criteria and give good instructions to guide the learner (the learner should know exactly what to do and what is expected);
- keep the scope manageable;
- include specific guidelines;
- determine which resources will be required to complete the project. Ensure that learners will have access to these resources;
- determine the time frame/duration/due date; and
- determine mark distribution and compile an assessment tool.

Note: The Practical Task for a term need not be only one final work, but can be a series of related works.

All Practical Projects must consist of:

Topic 1: Sourcebook

Topic 2: Artwork

(Only Topic 1: Sourcebook will be assessed during the terms. Topic 2: Artwork will be assessed as part of the PAT Exhibition.)

NB: the teacher needs to make sure that a Source brief is pasted in each learner's Source Book inside on the cover page.

In all the practical options the learners should demonstrate artistic skills clearly in the source book.

TOPIC 1: THE SOURCE BOOK Assessment rubric

SOURCEBOOK RUBRIC		
CRITERIA	DESCRIPTION	Marks
Concept development	<ul style="list-style-type: none"> Brainstorm (Mind-maps) written artistically and creatively Rationale/intention (learners write what they intend to achieve) Research (artist/s or movement and techniques that inspired the learner) Reference images (own or from others) linking/relating to the theme; such as magazines, internet, poetry, lyrics from songs, etc. 	15
Exploration and Experimentation	<ul style="list-style-type: none"> Explore with different art media and others, even working over some areas of the source book for creative purposes. Experiment with various techniques and styles. Application of different media and ideas can be combined where possible. Make thumbnail drawings using the elements of Art such as lines, textures, forms, etc. 	30
Investigation	<ul style="list-style-type: none"> Create something that is original (Think outside the box to allow creativity and innovation) Demonstrate uniqueness in your approach through the infusion of local and international movements. 	15
Tonal Drawing(s)	<ul style="list-style-type: none"> Drawing skills development must be evident showing a variety of contrasts in tones and mark making. Utilise the Elements of Arts to depict your idea(s) relating to the theme. Your drawing must reflect the various aspects of your source book. Utilise the space demonstrating an understanding of composition and perspective. 	30
Presentation	<ul style="list-style-type: none"> Overall impression of the body of work the sourcebook, which includes planning and preparation or layout of the sourcebook. Clear sequence of the Source book. Clearly labelled. 	10

TOTAL MARK	100
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Practical Assessment Task Exhibition

At the end of Grade 12 learners must present a PAT exhibition of their work as part of their examination mark. This exhibition shows substantial evidence of the learners' Visual Arts conceptualisation, technical skills and knowledge developed over a period of time. It showcases the learners' practical development in presenting a cohesive body of work similar to a small one-man exhibition or student graduate exhibition. This exhibition provides substantial evidence and showcases the learner's practical work developed over a period of time. It specifically addresses the management of process and presentation that forms part of

Topic 2: making of Artworks. According to CAPs, Grade 12 learners must display, exhibit or present own work in a manner which enhances and complements the expressive and conceptual impact of the work.

Checklist for the exhibition:

- Grade 12: The artworks (Topic 2) from the two Practical tasks are compulsory.
- Learners have the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. Therefore, learners may exhibit more works that provides evidence of this process e.g. work done on their own.
- The sourcebook/s, although already assessed, must be displayed.

Presentation:

- Teachers should provide the space for the exhibition e.g. the school hall, art classroom, etc.
- Teachers should make learners aware of the importance of presenting their work and provide guidelines for a neat, professional exhibition.
- Learners must curate their own exhibition.
- Framing of works is unnecessary, but in many cases simple mounting will enhance the work.
- Learners must be refrained from using props, accessories etc. The exhibition must show an awareness of professional exhibition practices.
- If computers are necessary to show digital work, learners must make sure that they work and that they know passwords.

SEE ADDENDUM A FOR PAT EXHIBITION PROGRESS REPORT

NB. This must be completed as evidence of informal assessment facilitated by the teacher.

PAT EXHIBITION ASSESSMENT RUBRIC

This body of work will be assessed holistically:

CRITERIA		
Overall impression of work – originality, creativity, innovation: Development of new and unique responses / solutions	15	
Choice and use of materials/techniques: Suitability of materials and	15	

techniques according to the concept. Safety and manageability. Technical skills shown.		
Use of formal art elements: The importance of elements and principles of art such as line, shape, colour, texture, space, rhythm, balance, harmony, proportion and composition	30	
Interpretation and practical implementation of a theme: A personal interpretation of a theme. Experimentation. Tackle new challenges	20	
Completion and Presentation of artwork: Attention to detail. Task completed in time allowed. Presentation according to task	10	
Curating of exhibition: Professionalism, clear, etc.	10	
TOTAL	100	

ASSESSMENT CRITERIA FOR PRACTICAL WORK

Outstanding	90 – 100	<ul style="list-style-type: none"> The learner generated many ideas; tried unusual combinations or changes before choosing one idea; made connections to previous knowledge; mastery of problem-solving skills. Effort far beyond that required. The 'WOW' factor is evident. Works show great innovation. Content/conceptual richness of the work is excellent. The work as a whole is confident and evocative: it engages the viewer with excellent visual qualities. The work clearly demonstrates original vision, a variety of innovative ideas and/or risk taking, and inventive articulation of a broad range of the elements and principles. Outstanding and original presentation. Exceptional ability, creativity richness, insightful, fluent, high skill, observation and knowledge powerfully expressed; supported by an original or unusual selection of relevant visual references.
Excellent	80 – 89	<ul style="list-style-type: none"> Striking impact: most of the above; detailed: well organised and coherent; polished; skill evident; supported by an original /unusual/relevant visual references; presentation original and considered; less resolved; some minor flaws evident. Often excellent technical abilities, but not as innovative OR very innovative, but lacking technical richness.
Very Good	70 – 79	<ul style="list-style-type: none"> Well organised, as above, but lacks the 'glow and sparkle' (less convincing in terms of imagination, creativity and innovation); good level of competence and selection of content; supported by a good selection of relevant visual references; obvious care and effort taken with original presentation; some obvious inconsistencies/flaws evident. Good evidence of effort and commitment. Interesting/innovative/creative, but not technically resolved. Technically good, but lacks conceptual richness or vice versa. Work may be creatively innovated, but lacks technical skill.
Good	60 – 69	<ul style="list-style-type: none"> The work demonstrates some originality; clear intent; convincing; simple direct use of medium; displays understanding but tends towards the pedestrian and stereotyped response at times; adequate selection of relevant visual references; reasonable effort taken with presentation; distracting/obvious inconsistencies. Sound level of competence.
Average	50 – 59	<ul style="list-style-type: none"> Adequate; feels mechanical; derivative or copied; little insight. Unimaginative; some visual references not always clearly identified. Fair presentation; many distracting inconsistencies. Average level of technical competence. Possibly limited commitment in terms of time and effort. Imagery is copied from another source with little transformation of images.

		<ul style="list-style-type: none"> • Little evidence of trying anything unusual. • Scope of work is narrow and or repetitive.
Below Average	40 – 49	<ul style="list-style-type: none"> • Enough material/works to pass; not logically constructed. • Limited selection of information; poor technical skills and/or a lack of time on task might be contributing factors. • Little use of visual information, clumsy or careless presentation in need of support/motivation to pass. • Imagery is copied from another source with very little transformation. • Composition is weak and undeveloped; no evidence of planning, or incomplete planning.
Weak	30 – 39	<ul style="list-style-type: none"> • Just enough material/works to pass. • Visually uninteresting, uncreative; limited/poor technical skill used. • Little attempt to present information in an acceptable manner, little or no visual information/reference. • General lack of commitment; in need of support/motivation to pass. • Insufficient time on task. Standard below the acceptable. • Poor solutions to problems; artwork is copied and superficial. No evidence of original thought.
Very Weak Fail	20 – 29	<ul style="list-style-type: none"> • Very little information; jumbled; not easy to view; little or irrelevant work/visual information. • No effort made to present work in an acceptable manner; general lack of commitment/cooperation. • Very poor skills level. • Project very weak or incomplete. • Poor artistic decision-making. • Classes were missed and learner failed to make up the time.
Unacceptable Fail	0 – 19	<ul style="list-style-type: none"> • Incoherent; irrelevant; very little or no work; lack of even limited skills; no commitment/ cooperation. • Work incomplete. • Poor artistic decision-making/learner put forth no effort. • Most classes were missed and student failed to make up the time. • Incoherent: irrelevant, very little or no work: lack of even <u>limited</u> skills being applied. No commitment/cooperation.

Tests

- A test for formal assessment should not comprise of a series of small tests, but should cover a substantial amount of content and the duration should be 45 to 60 minutes.
- Learners are tested on understanding of learning material. Learners are required to write longer reflective answers, such as paragraph-type responses to a given scenario. Paragraphs providing reasons and supporting evidence or arguments are essential. determine mark distribution and compile an assessment tool.
- Each test must cater for a range of cognitive levels and must also include paragraph-type responses.
- **Questions should include unseen visual images to test learners' visual analysis skills. These images should relate to the learners' theme of study, e.g. thematically or stylistic, as well as works/movements that they have studied.**

Examinations

Internally set examinations

- It is recommended that the same format as in the final Grade 12 end-of-year theory examination is used in Grades 10 and 11.

- Ensure that enough or more facts are included in each question on the memorandum in order to become a proper tool for marking and future teaching.
- **Questions should include unseen visual images to test learners' visual analysis skills. These images should relate to the learners' theme of study, e.g. thematically or stylistic, as well as works/movements that they have studied.**

External Examinations

All Visual Arts candidates will complete two external papers as prescribed:

Paper	Type of paper	Duration	Total	Date	Marking
1	Theory	3 hours	100	October/November	Externally
2	Practical	Maximum 24 hours	100	October/November	Externally

PAPER 1: Visual Culture Studies (Topic 3)

- The written theory examination is set by National Education Department on designated content taught during the year.
- The time allocation for this paper is 3 hours.
- The examination format will consist of 8 questions; the learner will select five [5] that they have studied in Grade 12.
- Each question will be 20 marks with a total of 100 for the paper.
- Questions appear on left-hand pages, with visual sources in colour on the right-hand pages.
- All questions are to be answered in essay style, using full sentences and paragraphs according to the instructions for each question. Lists of facts will be severely penalised.
- Questions will consist of short and longer essay type questions.
- Questions would consist of visual literacy and content that has been studied.
- The examination is externally assessed and moderated provincially and nationally.
- The examination is assessed according to a National marking memorandum.

Assessing learner's ability to analyse and respond to examples of visual culture

ACHIEVEMENT RATING CODE	LEARNING OUTCOME 4: VISUAL CULTURE STUDIES	✓
7 Outstanding 80-100%	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; understanding and uses divergent approaches.	
6 Meritorious 70-79%	Demonstrates a well-developed ability to respond 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.	
5 Substantial	Demonstrates substantial ability to respond to and analyse artworks in relation to their cultural, social, political and historical contexts.	

60-69%	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.	
4 Moderate 50-59%	Demonstrates moderate ability to respond to and analyse art works 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.	
3 Adequate 40-49%	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.	
2 Elementary 30-39%	Demonstrates only basic ability to respond to and analyse art works 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	
1 Not achieved 0-29%	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.	

PAPER 2: Practical Examination (Topics 1 and 2)

The examination question paper consists of **TOPIC 1** (Sourcebook/ Workbook) and **TOPIC 2** (the Artwork).

TIME:

Topic 1: Conceptualising at school and/or home during the third

TERM

Topic 2: Final artwork done under controlled conditions only at school

for a maximum of 24 hours.

HAND OUT: Will be stipulated by DBE

DUE DATE: Will be stipulated by DBE

- The practical examination is set by Department of Basic Education.
- NOTE: The maximum duration for the entire practical exam process will be stated on the National Practical Paper 2. Provinces will make all the arrangements after they have received the final examination timetable from the national Department of Education. This means the communication to the teachers, the venues, the examiners and anything else that needs to be done in the management of the practical examinations for Grade 12.
- The theme will be a wide and open-ended theme to cater for diverse solution in the different specialisation disciplines.

- Specialised options include drawing, painting, sculpture, printmaking, multi-media work, photography, ceramic sculpture, installations, new media work, photography, et cetera.
- As Topic 1(Conceptualising) has the same weighting as Topic 2 (The artwork), it should be given enough time to acknowledge its importance.
- The teacher may be involved in this preliminary preparatory session. Due to the preparatory nature of Topic 1, learners are allowed to also work at home.
- All Topic 1 work may be completed and ready before the commencement of the Topic 2 examination work. Learners may use the Topic 1 sourcebook as a point of reference during their Topic 2 examination. Both Topic 1 and Topic 2 examination work must be submitted to the examination officer/teacher immediately after the Topic 2 examination is completed. This date will be stipulated by each province in an official letter.
- The teacher is NOT to assist the candidate IN ANY WAY during the final production of the artwork (Topic 2).
- Topic 2 must be done on a continuous basis during contact time, for example during four consecutive days of six hours each. The choice of examination time division or options must be negotiated within each school.
- Topic 2 must be done at the learner's examination centre or registered art and centre, under the supervision of the school teacher. Topic 2 work must NOT be done at home and must NOT leave the examination venue.

Cognitive Levels

- All tests and examinations must follow the following range of cognitive levels. Questions will have different degrees of challenges – easy, medium and hard.
- As learners have a choice of questions in the trial and final examinations, each question should comply with the range of cognitive levels.

Cognitive Level	Percentage
Lower order: knowledge	30
Middle order: comprehension and application	40
Higher order: analysis, evaluation and synthesis	30

Explanation of cognitive levels: Bloom's Taxonomy

KNOWLEDGE	COMPREHENSION	APPLICATION
tell, list, write, find, describe, name, locate, et cetera.	explain, interpret, discuss, distinguish, outline, et cetera.	solve, show, use, illustrate, classify, construct, examine, et cetera.

ANALYSIS	SYNTHESIS	EVALUATION
Analyse, compare, investigate, categorise, identify, explain, et cetera.	create, invent, plan, predict, design, propose, formulate, et cetera.	judge, decide, justify, debate, recommend, prioritise, argue, et cetera.

Bloom's Revised Taxonomy

<i>Bloom's Taxonomy</i>	<i>Bloom's Revised Taxonomy</i>
Evaluation – higher order	Creating – higher order
Synthesis – higher order	Evaluating – higher order
Analysis – middle order	Analysing – middle order
Application – middle order	Applying – middle order
Comprehension – middle order	Understanding – middle order
Knowledge – lower order	Remembering – lower order

The mark allocation for theory examination papers in all grades are indicated below:

Marks for Visual Culture studies			
	Grade 12	Grade 11	Grade 10
	Answer 5	Answer 5	Answer 5
Question 1	The voice of emerging artists 20	Overview of the 19th century 20	Visual analysis and interpretation (compulsory) 20
Question 2	South African artists influenced by African and/or indigenous art forms 20	Start of Modernism 20	African art 20
Question 3	Socio-political art - including Resistance Art of the '70s and '80s 20	Early 20th century 20	Non-western cultures from across the globe 20
Question 4	Art, craft and spiritual works mainly from rural South Africa 20	Architecture 20	Ancient civilisations 20
Question 5	Multimedia and new media - alternative contemporary and popular art forms in South Africa 20	Between the World Wars 20	The classical world 20
Question 6	Post-democratic identity in South Africa 20	A survey of Post-1945 art 20	A survey of Post-1945 art 20
Question 7	Gender issues: masculinity and femininity 20	New media 20	Renaissance 20

Question 8	Architecture in South Africa 20	The art world 20	Baroque and Rococo 20
	100	100	100

4.4 Recording and reporting

- Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his/her readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.
- Reporting is the process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters. Teachers in all grades issue formal report cards quarterly. These reports cards reflect the percentages against each subject. The following rating scale applies for the quarterly reports:

Codes and percentages for recording and reporting

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	
6	Meritorious achievement	
5	Substantial achievement	
4	Adequate achievement	
3	Moderate achievement	
2	Elementary achievement	
1	Not achieved	

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

PLEASE NOTE THE INCLUSION OF THE ANNUAL MARK GRID AT THE END OF THIS DOCUMENT, THIS IS TO ASSIST WITH THE RECORDING OF MARKS. Also note the inclusion of the suggested lesson plan rubric to assist with planning

4.5 Moderation of assessment

4.5.1 Formal assessment (SBA)

Grade 10 and 11 tasks are internally moderated. The subject advisor must moderate a sample of these tasks during school visits, to verify the standard of the internal moderation

Grade 12 tasks must be face moderated by the provincial subject advisor or appointed specialist. This process will be managed by the provincial education department.

4.5.2 Practical assessment task (Pat)

- The Grade 10 and 11 PATs will be sample moderated by the provincial officials in terms 3 and 4. All documentation must be available for the official visit. The official will select the samples.
- The Grade 12 PATs will be marked by the teacher and two peer teachers before being face moderated by a provincial official.

4.5.3 Final practical external examinations

The Grade 12 final practical examinations will be marked at the same time as the PATs by the teacher and two peer teachers before being face moderated by a provincial official.

4.6 General

This document should be read in conjunction with:

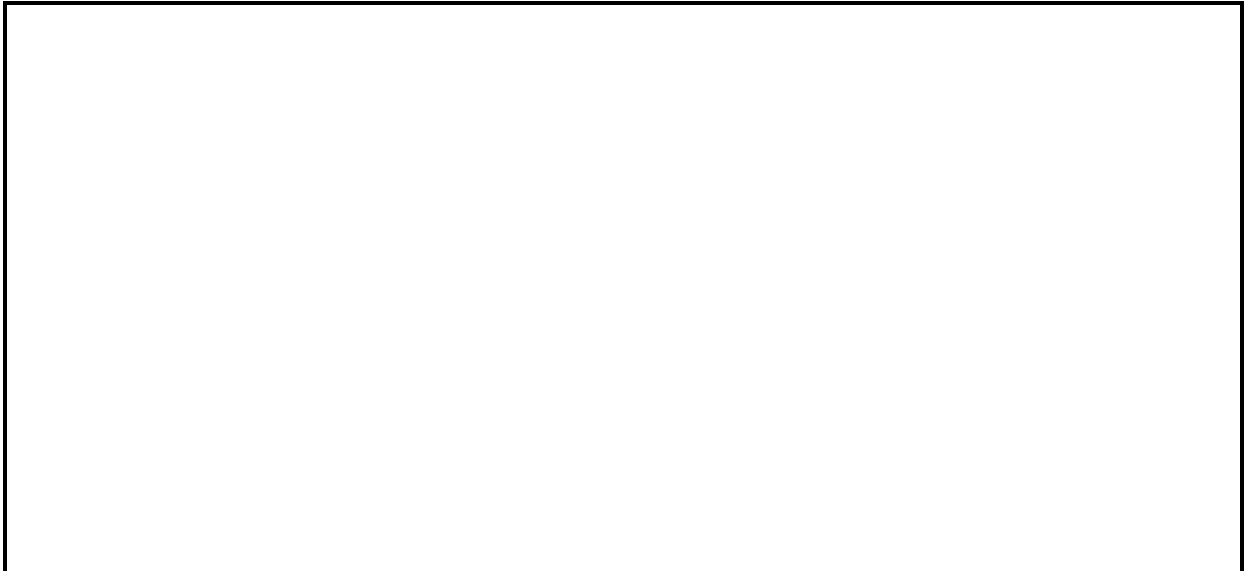
4.6.1 National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

4.6.2 The policy document, National Protocol for Assessment Grades R-12.

Addendum 1

PAT EXHIBITION: Progress report

Term 1 – Informal assessment on artwork

A large, empty rectangular box with a black border, intended for the teacher's informal assessment of the artwork for Term 1.

Signature of teacher

Date

Term 2– Informal assessment on artwork

A large, empty rectangular box with a black border, intended for the teacher's informal assessment of the artwork for Term 2.

Signature of teacher

Date