



**MAURITIUS
EXAMINATIONS
SYNDICATE**

**NCE 2023 GRADE 9
Art & Design**

Subject code: N580

EXAMINER'S REPORT

March 2024

EXAMINER REPORT

Introduction

The Examiner's report plays a crucial role in the assessment process by providing feedback to candidates, ensuring consistency in marking, informing teaching practices, and maintaining accountability. The report should be read along with the question papers which is available on the MES website. This report is meant to guide future candidates for their assessment.

COMPONENT 1- PRACTICAL

GENERAL COMMENTS

The purpose of the Component 1 is to evaluate candidates' capacity for direct observation, analysis, and recording. The quality of the submissions ranged from low to excellent.

The preparatory works were closely analysed. Research on well-known artists, works of art, own photographs, art cultures, and local cultures guided candidates' personal development. Candidates gave careful thought to exploring a range of concepts, media, methods, and procedures during the preliminary work. Most of the candidates choose to experiment with painting and associated media. They were able to show that they could effectively develop concepts from preliminary observational studies to their final proposals or results. Less able candidates found it difficult to generate innovative ideas and to draw inspiration from artists in order to support their final artwork.

COMMENTS ON SPECIFIC QUESTIONS

Question 1 – Observational Study: Drawing and Shading / Painting from direct observation

(a) A Bunch of spring Onion

Since the majority of candidates opted for this question, the artworks submitted were from the whole range of ability groups. A number of research work showed in-depth examination of shapes, colours, textures and even attempt to perspectives. However, only a few excellent pieces of work were received.

In many submissions, the compositions were well arranged but lacked media exploration. The candidates who fared the best showcased the investigation of shapes and surface properties that conveyed the objects' exact form. Their display has a nice arrangement within a well-defined space.

Candidates did well regarding both primary and secondary source evaluations. Good pieces of work demonstrated a great degree of dedication and interest in working with drawing and painting media. Shading techniques were also applied. These helped them to think about the artistic components needed for their study.

However, several repetitive sketches and too much dependency on supporting photographs copied from the internet was seen from low abilities candidates. This over-reliance on secondary sources did not help in focusing on intricate details and appropriate colour scheme which resulted in inconsistencies in the development of the artworks.

A few artworks were traced out straight from the pictures in a repetitive way.

(b) A can opener

Very few candidates who attempted this question. They did a thorough investigation, research and gathering from primary and secondary sources. A limited number of outstanding responses showcased mastery in tones, textures, foreshortening positions, shading, and painting techniques. Some candidates showed artist reference and tried to reproduce the techniques. Most of them did their final artworks in pencil shading.

In some cases, the high level of the preparatory works did not match the final work submitted. Low abilities candidates had difficulties to depict the right form and structure of the object.

Question 2 – Still Life: Drawing and Shading or Drawing / Painting a group of objects

(a) A few pencils/ pens and stapler placed on a closed copybook

This was the least popular question attempted by candidates. High ability candidates demonstrated a strong creative journey from the initial starting exploration, through to the development of ideas and onto the final outcome. A wide range of interesting techniques were

explored which encouraged personalisation and choice. Exciting expressive approaches towards handling of media and realistic representations were noted. Outstanding entries showed strong structural forms, shapes, textures, tones, colours and proportion of objects. Dedication in the research work guided the candidates in planning the display and choice of objects. Primary and secondary research sources were supported by images and photographs. Studies were well annotated. The development of the studies was well elaborated and bear the appropriate connection to the final artwork.

Candidates also showed great competencies and understanding while drawing the stapler and pencils which were placed on the copybook.

Mid-level candidates experimented with various artistic media but fell short in providing a comprehensive exploration of the subject. There was adequate development of ideas with little consideration to any background or surface that cast shadows that could create a sense of depth to the composition. Some preparatory works showed a confusing process, lacking visual continuity. At times, preparatory work lacked a clear process and did not always show important steps leading to the final solution. Repetitive techniques were seen in the preparatory works and candidates limited themselves to exploring the objects from various angles. They selected a subject matter that was too demanding for their personal skill level, such as the objects in the still life with difficulty either in perspective or in other arrangement. This tended to highlight their weaknesses.

Lower range submissions were limited by their lack of preparation and exam pieces were unresolved. Candidates often lacked original sources and they relied on second hand imagery as the starting point for exploration. The poor quality of recording negatively impacted on the progress of preparatory works, limiting the scope for the development of meaningful ideas. Single or just very few viewpoints and layouts were explored. Candidates were less able to recognise their strengths or show an ability to reflect on their work. The attempt to refine or improve their technical skill through sustained investigation and exploration of different ways to use a range of media were not shown. Technical skills at this level were often of a limited standard. Final outcomes contained images scattered across the page with no real focal point.

(b) An onion, a partly opened bulb of garlic and a tomato placed on a chopping board.

High level submissions included imaginative ways of looking at the still life composition and its objects, while analysing objects from different angles, looking from above, exploring the various perspective possibilities. Candidates also considered the different sizes and colours of tomatoes such as red, green, partly cut and the whole tomato. Others created imaginative responses such as placing the natural objects on a wooden or plastic chopping board or incorporating personal relationships and meaning. The streamlined approach proved very successful for many candidates as it tended to show a clear line of development and focus. The best work also included excellent observational studies, exploring media from a wide range of sources. The studies demonstrated excellent technical skill and the ability to select appropriate media to experiment with. A range of viewpoints, scale and angles were explored to develop an interesting composition in the final artwork.

Mid-level candidates often demonstrated a satisfactory process of working through their research to produce their final outcome. However, the depth in which they investigated their topics was less detailed and informed than those candidates at the higher level. Sometimes the scope for development hindered their progress. At this level, they often did not fully explore the potential within their subject matter and some would have benefited from more in-depth research during the initial stages of investigation. Some candidates were unable to access all the stages available for process due to a lack of variation of viewpoints, scale and/or composition. For example, they would use the same set-up or image repeatedly, which limited compositional development in relation to possible outcomes. Their final piece was less resolved than previous development studies. Some candidates did not achieve a comparable level of finish in a larger-scale final piece.

Lower range submissions were limited by their lack of preparation and exam pieces were unresolved. They worked mainly in pencil or coloured crayons and pastels and did not explore further media. Sometimes paint was applied without the knowledge of tones and textures on the objects. There was some evidence of control in the rendering process, but some media used was limited showing weak technical skill and refinement. Disparity between the preparatory sheets and final outcome was seen on several scripts. Some candidates painted their final in cubist style with limited gradation of colours and details shown on the objects.

Question 3

Interpretative Composition: Drawing and Shading with coloured pencils / Painting a composition in colour.

a) Grief

This was not a popular question attempted by candidates. The ideas were generally well presented in the supporting studies. High level candidates have used first-hand studies from primary sources as starting point for the development of ideas. This means that candidates have made studies from either looking directly at models or used their own portrait as primary source while drawing and painting their different facial expressions. High achievers managed to go through in-depth investigation of the topic. Some candidates have shown good painting skills and different use of media and techniques. Candidates mainly used painting and colored pencils as media.

Intermediate level candidates took their starting point mainly from secondary sources photographs. Few candidates have shown their innovative skills in their proposals of ideas to interpret this topic. These candidates were able to use a range of materials as well as different techniques. Some candidates produced good quality supporting studies on good paper, but high-quality paper was not used for the final artwork.

Poor submission work by basic level candidates because they used secondary sources only with no further development of ideas. The supporting studies were restricted in terms of media, techniques and processes. Candidates used too much pencil shading techniques and line drawing for their final work submission. It was observed that candidates have shown difficulties in human figure drawing in connection to proportion and gesture.

b) A strange encounter

There were a few candidates who chose to answer this question. The works submitted were of low quality and were based too much on secondary sources. The same image was produced for their final work. However, there were some good submissions where the candidates made use of their imagination to develop creative ideas based on Aliens encounter, Dragons and Space. They should have made studies from looking directly at objects, models, arrangement of items and not from magazines, books or the internet.

c) My country

This question was the most popular question attempted by the candidates. They made reference mainly to local artists' artworks to develop their ideas.

High level submissions by candidates demonstrated an ability to identify visual elements of landscapes of Mauritius. They showcased in their own creative techniques taking into consideration the artists' selected in their supporting work. Candidates showed shapes, textures and different art elements in the development of ideas to come up with a good pre-final work. They were able to demonstrate good technical skills by making use of different media, techniques and processes.

In terms of media processes, candidates used acrylic painting to show the contrast of colors in their studies. They used pencil shading also to support use of mix media in the development of their ideas.

Candidates have displayed primary sources as well as they took photographs of local scenery of seaside, sunset, mountains and so on.

Basic level candidates were not able to do a proper research and investigation on artists and primary sources. There was a scarcity of creative ideas, and many candidates confined themselves to simply drawing the flag of the country. There was more display of photos rather than drawing or painting. Some candidates did not submit supporting studies.

Question 4: Design on Paper

A. Create a repeat pattern based on any one of the following themes:

(a) Reptiles

(b) Berries

Candidates were expected to design a repeat pattern based upon research on 'Reptiles' or 'Berries'. It was a popular question attempted with lots of imaginative responses. Many candidates were able to score high marks.

The best candidates showed a flow in their preparatory works, starting from research including primary and secondary sources. There was an in-depth exploration of media such as dry and wet techniques. The candidates experimented with different surfaces, colour and texture which lead them to the right choice of paper.

Candidates were able to identify visual elements and had successful colour combination. They showed an understanding of pattern grids, half drop and mirror image. From observation, the

candidates were able to use the stylisation technique to create original and creative pattern. Some of them showed great skill in mixing collage, relief printing and painting. Most of the candidates were able to interpret and analyse variations in use of positive and negative elements.

Intermediate level students were able to draw and paint, but were less at ease with the stylisation process. They focused more on secondary sources and did not go in depth with the development of ideas.

Less able performers showed limited understanding of repeat pattern. They lack research and commitment and had a poor spatial knowledge. Many of them did not use tracing paper.

Candidates should be aware of the importance of preparatory works. Such candidates are excessively dependent on secondary sources sourced from the internet.

B. Design a poster in colour on any one of the following:

(a) A clean-up campaign

(b) A gaming tournament

Some impressive submissions were seen, demonstrating confidence, good research and maturity in approach. Proficient candidates showed high abilities through experimentation and exploration of media and techniques in their preparatory works leading to outstanding final outcomes. Candidates showed good use of element of art and principle of design in their preparatory sheets and final submission. Many candidates recorded from direct observation through a range of media; intentions were clearly communicated, whether through photographs or a mix image and annotations. Preparatory works showed a clear journey leading to final outcomes.

Intermediate level candidates showed some development with some expressive letterings. They encountered difficulties in considering space and spatial relationship in the lay out, the letterings, drawings and colours used. A few repetitions of ideas in preparatory sheets were seen.

The work of students in the lower tiers demonstrated limited research skills from either primary or secondary sources. At this level, candidates were less able to select and explore a wide range of media, often only using pencil, coloured pencil or felt tipped pens, which restricted the creativity of ideas and recordings. Letterings and images were poorly drawn. Often imagery

was copied and repeated from internet. Candidates did not grasp the opportunity to explore individual concepts and express originality.

C. Design a logo for any one of the following:

(a) A football team named ‘Fearless Warriors’

The football team’s logo design, “**Fearless Warrior**”, was among the most attempted question. The high flyers started their journey with studies gathered from their immediate environment like football outfits, shoes and balls, thus studies looked original. Objects like swords, dumbbells and drawings of animals were used as a source of inspiration to demonstrate power and strength. Several candidates showcased strong conceptual skills by creating logos that effectively conveyed the identity and values of a football team. The final solution’s stylization technique was expertly planned. The preliminary work demonstrated effective management of media and procedures. Good candidates used research of existing football teams’ logos to get an understanding of the style, elements and symbolism commonly used. Primary studies were creatively used to develop innovative ideas with a step by step stylization process throughout. Candidates have skillfully integrated symbols with well-designed letterings to form a well-incorporated logo. The palette of colours was judiciously used in their studies.

A common weakness among the average candidates was the tendency to over complicate logo designs, resulting in clustered visuals that may not be easily recognised or memorised. Some candidates had the final concept but lacked technical application as their research and investigation were limited. A few candidates displayed some photos from primary sources but no further development was done to produce a personal design.

Low ability candidates struggled in drawing letterings accurately. Space, size and style were neglected while designing the fonts. Colours were used crudely which hindered the presentation. Some started from already stylized references by just copying them abruptly which showed they have difficulties in understanding the basic elements of design.

(b) A company named ‘PhoneZone’ which sells gadgets for mobile phones

The “PhoneZone” logo was also a very popular question. The majority of the candidates have a good understanding of the process of acquiring, researching and documenting information in order to build an idea. The excellent scripts showed good first-hand studies of mobile phones and a variety of gadgets like charger, casing, screen protectors and other interesting accessories related to the theme. From drawing to design, the stylization process was intelligently developed until the final outcome was reached. Lettering and fonts were well measured, precise, sharp and neatly incorporated with symbols. Additionally, a skillfully explored colour scheme created a powerful visual effect. Colours like blue, grey, white and red were mostly used.

Some average candidates have tried studies from primary sources but could hardly use them to develop an original idea. Most of them relied heavily on secondary sources. A poor stylization of design was observed with unrefined contours and less exploration of typographical options. A few candidates produced a simple logo but lacked precision in drawing the basic symbol and neatness in colour.

Low achievers submitted supportive works with some linear drawings but there was no development of design and exploration of media. The final work was randomly drawn with limited presentation skills. A few responses showed only an illustration of a mobile phone with no lettering included at all and completed in coloured pencil or in felt pen.

Question 5: 3D works

A. Create an assemblage based on any one of the following:

(a) A superhero

(b) A ship

A few entries were received for 3D works. These were mainly on the theme ‘A ship’. Some candidates were able to demonstrate outstanding performance. Some proposals incorporated environmental friendly elements made from found or recycled materials such as coconut leaves, weaving with coconut leaves or used wrapping paper to make the rudder of the boats/ships. It has been observed that candidates also used plastic bottles to build the structure of the boat. Such innovative ideas were much appreciated.

Most abled candidates crafted assemblages with found materials showcasing meticulous research and a sound development process. The source of inspiration for other submissions

were from local and international artist's work. A wide array of discovered materials was noted, encompassing various forms, colours and textures. It was noted that candidates assembled objects together by gluing, tying and nailing. These 3D works were sometimes very fragile to handle and easily broken during transportation. Candidates are advised to use carton boxes for the packaging. Polystyrene, cards and papers should be inserted around the 3D works for being damaged.

A good entry made with carton paper demonstrated a sound understanding of 3D 'maquette'. Good structure was observed. Proficient grasp of paper folding techniques and manipulative skills were also noted.

Mid-level achievers' works, despite being good enough, lacked the aesthetic appeal which was seen in the outstanding entries. Although candidates followed the given instructions for packing, the final work was damaged. The ships themselves or part of them almost collapsed. Low level candidates faced challenges in both creativity and technical expertise. They were not able to show the process in connection to the final outcome. Limited direct observation studies prevented them from having a personal response to the chosen question. In addition, final submissions were completely different from the research and pre-final work. It was obvious that candidates wrongly understood the question. They submitted only one sheet of preparatory work and 2D work as final work. The choice of materials was from ready-made objects. Candidates did not venture themselves into the reflective process to find their own materials from scrap or recycled materials.

B. Create a relief carving on a soap bar based on any one of the following:

(a) Tropical flowers

(b) Birds

Within the few entries received, mostly tropical flowers carving were observed. Highest achievers showed meticulous skills, carving the soap with details. Development process was present in the portfolio. Candidates depicted beautiful soap carving with intricate texture and curvy forms. They crafted the forms of the flower with good mastery of the subtractive technique in carving. The carving process was journeyed through photographs taken from different viewpoints in the preparatory work. Highly realistic flower models and use of various techniques to create the layering of the petals were obtained from highly skillful candidates.

Although good soap carvings were submitted, some candidates lacked in the development of ideas and studies from primary sources.

Low level candidates portrayed deficiency in media exploration and focused more on the creation of the 3D work. Limited knowledge was seen in the final outcome. They were not able to explore or to experiment with the use of the carving tools. The final outcome was just flat with no concave or convex form; therefore, a very low relief appeal was obtained. The supportive sheets did not show clearly how the process led to the 3D artwork. Preparatory work lacked investigation of ideas. For instance, there were no visuals about the process of making or mounting of the 'maquette'.

Recommendations and way forward

In order to encourage good practices, there are certain recommendations that may help both the Educators and the candidates in producing higher level of artwork for the assessment. The following is being proposed:

- Appropriate guidance in the process of 3D work should be given to candidates by Educators.
- Final work should be well presented and not showed up as trials. It should have a finished look.
- Photos of trials can be uploaded onto the preparatory works.
- Preparatory and final works should be coherent. There should be a good flow in the development process.
- Too many paper folding or flapping in the preparatory work is not encouraged as it does not necessarily bring additional marks. This practice is a wrong one and should not be encouraged at school.
- Candidates should abide by the number of preparatory sheets and the size of paper to be submitted.

COMPONENT 2

COMMENTS ON SPECIFIC QUESTIONS

Section A

Question 1

Indicate if the following statements are True or False by ticking the correct box

Overall, candidates fared well in the TRUE or FALSE questions. Some candidates misinterpreted the questions due to lack of reading and logical reasoning.

The most successful candidates scored the maximum marks, showing good understanding of secondary colours, concept of logo and one of the art elements: texture.

Item (a)

This question was well answered by the majority of the candidates, showing a good understanding of primary and secondary colours.

Item (b)

Most of the candidates have been able to answer this question. candidates who got the wrong answer might not be familiar with the word 'Mixed media'.

Item (c)

Most candidates got the correct answer as they know the characteristics of a logo.

Item (d)

The majority of the candidates responded well to this question. This shows that candidates have a good understanding of the art element "texture" and understand its definition.

Question 2

Match each picture shown in Column A to its corresponding description in column B.

This question was well answered by the majority of the candidates but there were a few candidates who were unable to do the matching correctly as they are not familiar with the relevant art terminology and the key terms.

Some candidates had difficulty in matching the images with their corresponding words.

Item 1

The picture of a soap carving was correctly matched with the description by the majority of the candidates.

Item 2

The picture of a logo of ADIDAS was rightly matched with its description by most of the candidates. A few candidates got confused and chose 'Calligraphy'.

Item 3

The majority of the candidates recognized the characteristics of an African mask.

Item 4

Most of the candidates gave the correct answer. They successfully identified the repetition of a guitar as a pattern.

Section B

Artwork 1

Question 3(a)

- (i) **The title of the artwork**
- (ii) **The name of the artist**
- (iii) **The year the artwork was made**

In general, the structure of the question was very user friendly to the candidates. Most of the candidates were able to identify the subject matter. This part of the question paper was easy and straight forward. Many candidates have included part of the name of the artist for instance “Jean Francois” or “Francois Millet” instead of the full name “Jean Francois Millet” but were not penalised.

Almost all candidates scored full marks on this question. Lower ability candidates were also able to identify the title, name of the artist and year of the artwork.

A few candidates mentioned the dimension of the artwork instead of the year. Others wrote “oil on Canvas” instead of the title “A woman baking bread”.

Question 3(b)

According to you, what did the artist want to express through this artwork?

The most successful candidates scored full marks as they were able to express their ideas clearly or in simple sentences. They succeeded in describing the scenery of the bakery using appropriate vocabulary and art terminologies. Many candidates pointed out the women’s working conditions and her place in society.

At lower level, candidates could not respond to the requirement of the question as they were unable to express themselves in English. Others attempted the answer in Creole using key words to express their ideas. A few candidates did not attempt the question at all.

Question 3(c)

Describe how one art element and one principle of design have been used by the artist to communicate his ideas

Candidates were required to have prior knowledge on art elements and principle of design as well as a critical analysis of a 2D artwork which in this particular case is an ‘Oil on canvas’.

Candidates who managed to score full marks were able to mention both one art element and one principle of design accordingly and described accurately how they were used in the artwork. The most successful candidates were those who supported their answers with a full description on how and where the one art element and one principle of design were applied in the artwork. Some candidates used the terminologies accurately while doing an in-depth analysis.

Intermediate level candidates were able to mention both one art element and one principle of design but with limited description. Some candidates got confused and instead of mentioning one art element and one principle of design, they mentioned two art elements with full description on how and where they were applied in the artwork. A few candidates could not express their ideas.

Low achievers mentioned either one art element and/or one principle of design without description. Some candidates mentioned two art elements instead of one art element and one principle of design. Other candidates were able to mention both one art element and one principle of design but without description. Some candidates interchange art element with the principle of design. Some candidates were able to mention one art element and one principle of design, but to only give the definition of both in general and not according to where and how they were applied in the artwork given.

Question 3(d)

Describe what you like or do not like about the artwork.

Many candidates were confused and answered both the likes and dislikes with appropriate justifications. The best answers were focused on exploring the emotions, feelings, and art terminologies depicted in the painting.

High-achieving candidates approached the question successfully by demonstrating a deep understanding of the artwork. They recognized the emotional impact of the painting by evoking the somber atmosphere of the kitchen, feeling of isolation, hardship and daily struggles of women. To support their answers, appropriate art terminologies were used such as Chiaroscuro

(contrasting light and shadow), brushstrokes, texture of bricks, tonal values and the artist's choice of colours to convey specific emotions and create a sense of depth.

In the mid-range performers, candidates had a few shortcomings in their analysis of the painting as their answers lacked depth and failed to express emotions and feelings adequately.

Low achievers provided superficial descriptions without delving into the emotional aspects of the painting. These candidates struggled to incorporate relevant art terminologies and vocabularies in their answers.

Artwork 2

Question 3(a)

- (i) **The title of the artwork**
- (ii) **The Name of the artist**
- (iii) **The year the artwork was made**

The structure of the question catered for all level of candidates ranging from low level to high achievers. Question 3(a) (i), (ii) and (iii) were easy and direct. Answers were already present in the label of the artwork.

Most of the candidates scored maximum marks. They were able to identify the title, the name of the artist and the year of the artwork.

However, some candidates have written "Atlas" for the name of the artist and "Ben Enwonwu" as title of the work.

Some candidates have written dimension "75x80x67 cm" instead of the year "2021".

Question 3(b)

According to you, what did the artist want to express through this artwork?

Candidates of higher ability were able to analyse and express their viewpoints successfully on the essence of the artwork. Some very interesting views were raised up using specific terms such as 'slavery' or 'misery' in the answers. Candidates were able to write about proportion and simplification of forms.

Among the few average-level and low-level candidates who responded to this question used one-word answers to express their views but with limited writings.

Question 3(c)

Describe how one art element and one principle of design have been used by the artist to communicate his ideas

Candidates were required to have prior knowledge on art element and principle of design as applied for a 3D artwork.

Candidates who managed to score full marks were able to mention both one art element and one principle of design and described accurately how they were used in the artwork.

The most successful candidates were those who managed to score the maximum marks by supporting their answers with a full description on how and where the one art element and one principle of design were applied in the artwork. Some even used terminologies accurately while doing an in-depth analysis. They wrote about form, volume and stability and space as seen for the sculpture.

Intermediate level candidates were able to mention both one art element and one principle of design but with limited description. Some candidates got confused and instead of mentioning one art element and one principle of design, they mentioned two art elements with full description on how and where they were applied in the artwork. A few candidates could not express their ideas.

Low achievers mentioned either one art element and/or one principle of design without description. Some candidates mentioned two art elements instead of one art element and one principle of design. Other candidates were able to mention both one art element and one principle of design but without description. Some candidates interchange art element with the principle of design. Some candidates were able to mention one art element and one principle of design, but to only give the definition of both in general and not according to where and how they were applied in the artwork given. Candidates were not able to evaluate a 3D work as they got confused about colours, shapes and texture among others.

Question 3 (d): Describe what you like or do not like about the artwork.

This question aimed to assess the candidates' ability to analyse, evaluate the emotional impact, and effectively employ art terminologies in the description of the bronze sculpture. The responses of high-achieving, average, and low-ability candidates were examined to gain insights into their understanding and interpretation of the artwork.

Some high-achieving candidates provided comprehensive and insightful responses. Their responses were characterized by detailed observations, varied interpretations, and eloquent descriptions. They showcased their ability to analyse the artwork from various perspectives, including its form, composition, and symbolism. These candidates recognized the emotional depth evoked by the sculpture, often associating it with themes of reflexion, vulnerability, or meditation and prayer. Their descriptions were rich in art terminologies such as texture, posture, gesture, and symbolism, reflecting a deep understanding of the subject matter.

Average candidates displayed a fair understanding of the sculpture. Their responses were generally accurate, but they struggled to articulate the emotional impact of the artwork effectively.

Low-ability candidates exhibited limited understanding and interpretation of the sculpture. Their responses were often brief, lacking in detail, and contained several inaccuracies. They struggled to use appropriate art terminologies and failed to convey the emotional impact of the artwork effectively. Their descriptions predominantly revolved around basic physical attributes such as size, shape, and posture, with little consideration for the emotional or symbolic aspects.

Recommendations

- Candidates are advised to read instructions carefully before attempting the question.
- Candidates should familiarise themselves with Art terminologies and also be able to differentiate between Art elements and Principles of design as applied to 2D and 3D artworks.
- Candidates are encouraged to engage in further practice to improve their ability to respond to questions pertaining to critical analysis.