



**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

# **NATIONAL CERTIFICATE OF EDUCATION**

## **ART & DESIGN**

**Specimen paper**  
for first assessment in October 2020

## **Acknowledgements**

*The MES would like to place on record its gratitude and appreciation to all those who contributed to the development of the specimen assessment materials - Educators (from the mainstream and extended stream), academics from the MIE , the University of Mauritius and the Open University, representatives of the Ministry of Education and HR, TE and SR and representatives of recognized unions - who, at different stages in the development of the assessment, have been members of technical committees, validation committees and Secondary School Examination Committees that were set up by the MES. We are also grateful to the Rectors, Educators and students who took part in the trialing process of the specimen papers. The contribution of all these stakeholders provided us with vital information and feedback which fed into the production of the specimen papers.*

## 1. Background

At the end of the Nine-Year-Continuous-Basic-Education (NYCBE) cycle, all students from the Regular and Extended programmes take the National Certificate of Education (NCE) Assessment. This assessment is in line with the philosophy defined in the National Curriculum Framework (NCF) Grades 7, 8 and 9 (MIE, 2017) and the learning outcomes detailed in the Teaching and Learning Syllabus (MIE, 2017).

The assessment will be carried out in the following subjects:

- English
- Mathematics
- French
- Science
- Information and Communication Technology
- Technology Studies
- Business and Entrepreneurship Education (BEE)
- Social and Modern Studies (SMS)
- Art and Design
- An optional core subject (Asian Languages, Arabic and Kreol Morisien, if chosen by the candidate)

A 7-point Grading structure will be used in each subject, as illustrated below:

Numerical Grade	Marks
1	85 and above
2	75 and above but below 85
3	65 and above but below 75
4	55 and above but below 65
5	45 and above but below 55
6	35 and above but below 45
7	Less than 35

## 2. Purpose of the NCE Assessment

The main purpose of the NCE Assessment is to measure and certify learning that has taken place at the end of the NYCBE cycle. The information gathered from the assessment will be used for

- Certification

Meeting the minimum requirements on the NCE assessment (see the Award Rules in the Annual Programme) will lead to the candidate being conferred an NCE certificate which will be recognised at Level 2 on the National Qualifications Framework.

- Promotion to Grade 10

Assessment results from the NCE will guide schools in determining whether students get promoted to Grade 10.

- Orientation

The NCE assessment will provide information to guide students as to whether they want to continue in the general or in the technical/vocational stream. Within the general stream, it may guide students in their choice of subjects as from Grade 10.

- Admission to academies.

Performance in the NCE Assessment will determine whether candidates are admitted to academies. The following extract from the Education Act indicates the criteria for admission to academies:

- (1) For the purpose of the admission of an eligible pupil to Grade 10 in an Academy, the responsible party of that pupil shall fill in an application form, in such form as the Minister may approve, in which he shall indicate, in order of preference, one or more Academies to which he is seeking admission of the pupil.*
- (2) Priority of admission to Grade 10 in an Academy shall be determined on the basis of the grade aggregate and the relative performance of the eligible pupil in the best 8 core subjects, including English, French and Mathematics, at the NCE assessment and the choice of the responsible party specified in paragraph (1).*

### **3. Guiding principles in Assessment**

A number of key principles of assessment guided the development of the NCE assessment.

#### **1. Validity**

Validity is a central concept in assessment. In simple terms, it refers to the extent to which an assessment measures what it is supposed to be measuring. Validity also refers to the extent to which the assessment is providing evidence of candidates' achievement levels. An assessment is considered valid if it meets its purposes (Edwards, M.C., Slagle, A., Rubright, J.D. and Wirth, R.J., 2018) \*.

#### **2. Reliability**

Reliability, another crucial concept in assessment, refers to producing reliable, stable and consistent results over time. Ensuring reliability requires clear and consistent processes for the setting, marking and grading of the NCE assessment.

#### **3. Impact**

The NCE Assessment aims at having positive effects on teaching and learning with positive washback into the curriculum and into the educational system. An important consideration during the development of this assessment was the potential impact that it would have on the life chances of candidates, allowing for maximum inclusion and retention of students in the system while maintaining standards.

#### **4. Fairness**

Needs and characteristics of learners were considered in the design of the NCE assessment so as not to disadvantage any group or individual. Care has been taken to minimise cultural and gender biases and to accommodate the different abilities and the social, cultural and linguistic backgrounds of candidates.

### **5. Design and Format**

Art & Design is a practical subject and learning is done through practical activities. Students learn by creative thinking and doing. Art and Design refers to artistic and design practices which focus on visual communication, creative production and expression in two and three dimensional media. It involves work in traditional and contemporary methods and provides opportunities for the development of knowledge, skills and attitudes related to art and design practices. This Art and Design syllabus is broad-based and seeks to develop creative practices, artistic knowledge, critical thinking and problem solving skills in a variety of media.

\*Fit for purpose and modern validity theory in clinical outcomes assessment. *Quality of Life Research*, 27(7), pp.1711-1720

## 6. Purpose of Assessment

The purpose of Art and Design is to assess learners' knowledge, skills, application, understanding and appreciation of various art forms acquired through visual literacy and hands-on activities.

Learners will be assessed on the following **four** Assessment Objectives (AOs)

### **AO1 Research and Investigate**

Research, investigate and record from both primary and secondary sources

### **AO2 Develop and Organise**

Explore, experiment and select ideas, materials, media, techniques and processes

### **AO3 Respond**

Express and communicate ideas in making and responding critically to Art & Design

### **AO4 Present**

Present a relevant, personal and coherent response through and about artworks

### **Weightings of AOs**

The assessment objectives upon which the question paper will be based and their corresponding overall weighting is shown.

<b>Assessment Objectives</b>	<b>Weighting %</b>	
	<b>Component 1</b>	<b>Component 2</b>
Research and Investigate	20	
Develop and Organise	20	
Respond	20	20
Present	20	

## 7. Paper Description

Art and Design specimen paper booklet comprises of **two** components:

Paper description	Weightings %
Component 1: Practical Paper	80
Component 2: Written Paper.	20

Component 1 and Component 2 will be examined on **two** different days.

### Component 1: Practical Component (80%)

Component 1 will comprise 5 questions from 5 areas of study, namely: Drawing, Painting, Printmaking, Design and Creating in 3D. Candidates will have to choose **one question**. This part of the question paper will be made available to schools **4 weeks prior to the assessment date**. Candidates will be expected to engage in preparatory work consisting of a maximum of 3 sides of A3-size paper both for 2D and 3D questions. The preparatory work should be carried out at the school under the supervision of the Art and Design Educator. Educators will need to authenticate the preparatory work of their students. Candidates' preparatory work, therefore, should bear the seal of the school and the Educator's signature. Preparatory work will be allowed in the examination rooms on the day of the assessment. Candidates will need to produce a final A3-size artwork on the examination day. Both the preparatory work and the final artwork produced will then have to be submitted.

Most of the thinking, planning, organization and research for appropriate solutions happen in the design process and these will be assessed through the preparatory work undertaken by the candidates prior to the examination. A final work will be undertaken on the examination day. Both preparatory works and final work will be marked as a whole for this component.

## **Component 2: Written Component (20%)**

It will comprise of:

- Objective questions

The questions may include Multiple Choice items, Fill in the blanks, True or False, Matching, and Short answers. These are one-mark items and ranges from the easiest items to items requiring high order thinking.

- Short and Open-ended questions.

The questions are organized in a graded manner starting from low cognitive skills to high order thinking. Candidates are assessed on their ability to develop a critical understanding of artists' works and express reasoned judgments.

### **8. The Specimen Assessment Booklet**

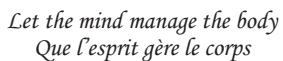
The Art & design specimen paper has been designed to provide opportunities to develop relevant skills and knowledge in learning to all Grade 9 students. It encourages pupils to develop observational skills, creative thinking, aesthetic judgment, self-confidence and self-expression.

The assessment objectives (AO) for each item are indicated in the specimen paper as they serve to show is assess in each item.

### **9. Specimen Paper Mark Scheme**

The mark scheme serves to guide how marks are allocated to each item. It gives an indication of the possible answers expected from students. Please note that the mark scheme is not a finalized document.



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**Index Number:** .....

# NATIONAL CERTIFICATE OF EDUCATION

Specimen paper for first assessment in October 2020

## ART & DESIGN (N 58)

## COMPONENT 1

**PRE-RELEASED MATERIAL**

**TIME: 2 HOURS 30 MINUTES**

**READ THE FOLLOWING INSTRUCTIONS CAREFULLY**

Check that this document consists of 4 printed pages.

A choice of 5 questions is given. You should attempt **only one question**.

**For 2D works (Questions 1 – 4):**

Your preparatory work should comprise a maximum of three sheets of A3 size paper (recto only). Relevant photographs (from primary and secondary sources) may also be included.

Write your index number on the top right-hand side of each sheet of paper.

**For 3D works (Question 5):**

Your preparatory work should comprise a maximum of three sheets of A3 size paper (recto only). Relevant photographs showing evidence of trials in 3D, taken from different angles, should also be included. Write your index number, the name of your school and your class/section on the label provided to be affixed on the packaging.

All preparatory work should be authenticated by the Art & Design Educator and should bear the seal of the school as evidence that these have been strictly monitored.

Candidates choosing to use block printing techniques should prepare their blocks in the examination room.

Candidates attempting repeat pattern and requiring the use of a **tracing paper** should strictly use that provided by the MES. The tracing paper should be submitted together with the final work at the end of the examination.

Collage, if used, should be limited to flat materials such as papers, fabrics and string.

On the **assessment day**:

- bring all necessary materials, objects and equipment you require to produce the final work. Paints and adhesive should be quick drying;
- do the arrangement and settings of objects as required;
- use your preparatory work as a reference when working on your final work;
- carry out your final work on a sheet of paper (A3 size) with your index number, the name of your school and your class/section written on the top right-hand side of the paper for 2D work (Questions 1 – 4);
- carry out your final work as per the indicated size (Question 5);
- submit your final work and your preparatory work at the end of the assessment.

*You may wish to bring this document with you on the assessment day.*

Any discrepancy in the document must be immediately notified to the responsible officer in your school.

Choose **any one question** out of the **five** questions below:

## **2D Forms**

### **Question 1**

#### **Observational Study: Drawing and Shading /Painting from direct observation**

Make a study or studies of **one** of the following:

- a) An onion
- b) A mug

### **Question 2**

#### **Still Life: Drawing and Shading or Drawing/Painting a group of objects**

Make a composition based on any **one** of the following:

- a) A small potted plant
- b) An open pencil case with its contents partly visible

### **Question 3**

#### **Interpretative Composition: Drawing and Shading with coloured pencil/Painting a composition in colour**

Create an interpretative composition based on any **one** of the following titles:

- a) Celebration
- b) Market place
- c) Coastal life

*Note: Mixed media may also be used.*

#### **Question 4**

##### **Design on paper**

Attempt any **one** from **A**, **B** or **C**.

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

- a) Shells
- b) Bicycle parts

You may choose from

- either** (i) drawing and painting technique(s)
- or** (ii) block printing (vegetable printing)
- or** (iii) relief printing (string on wood)

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

- a) a national sports event
- b) a dance competition

Lettering and illustrations should be included.

*Note: Mixed media may also be used.*

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

- a) A transport company
- b) An Art gallery

The size of the logo should be approximately 15 x 21 cm.

**Note: A maximum of five colours may be used.**

### 3D Forms

#### Question 5

Attempt any **one** question from **A or B**.

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

- a) A strange creature
- b) A spaceship

The size of the assemblage should not be less than 15 cm and not more than 30 cm in any direction.

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

- a) Animal/s
- b) Flower/s

The size of the final carving should not be less than 3 x 3 x 10 cm.

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## NATIONAL CERTIFICATE OF EDUCATION

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### ART & DESIGN (N 58)

COMPONENT 2

TIME: 30 MINUTES

#### READ THE FOLLOWING INSTRUCTIONS CAREFULLY

1. Write your Index Number in the spaces provided above.
2. Answer all questions.
3. Write your answers in the space provided.
4. Write in dark blue or black ink.
5. Do not use correction fluid.
6. Check that this document consists of 4 printed pages and 4 blank pages.
7. Any discrepancy in the document must be immediately notified to the invigilator.
8. The number of marks is given in the brackets ( ) at the end of each question or part question.
9. The maximum marks for Component 2 is 20.

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### Section A

1. Indicate if the following statements are either **TRUE** or **FALSE** by ticking (✓) the column. The first one has been done for you.

STATEMENT		TRUE	FALSE
a.	Doodling is a spontaneous act of drawing.	✓	
b.	A secondary colour is obtained by mixing tertiary colours.		
c.	A line is the path of a moving point.		
d.	Repetition of a motif is known as a pattern.		
e.	Green is a primary colour.		

(4 marks)

2. Fill in the blank with the correct word from the list given. An example has been provided.

(images, value, textures, weaving, **arabesque**)

- (a) An Islamic pattern derived from floral and geometric motif is known as arabesque.
- (b) The smoothness, roughness and softness of a surface are known as \_\_\_\_\_.
- (c) Expressive lettering is obtained by combining written words and \_\_\_\_\_.
- (d) Warps and wefts are used in \_\_\_\_\_.
- (e) The lightness and darkness of a surface is described as \_\_\_\_\_.

(4 marks)

## Section B

Choose either artwork 1 or artwork 2.  
Tick Artwork chosen.

### Artwork 1



Pascal Lagesse *Salt harvesting*, 2014  
Oils on canvas

### Artwork 2



Jugulkessor Beekun *Old Couple*, 2017  
Welding with scrap metals

**Answer the following questions based on the chosen artwork.**

1. According to you, what did the artist want to express through the artwork? Discuss any **one** idea.

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**(3 marks)**

2. Describe how **one art element** and **one principle of design** have been used by the artist to communicate his/her idea.

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**(4 marks)**

3. Use appropriate art terms to describe what you like or not like the most about the artwork.

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**(5 marks)**

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# **MARK SCHEME**

# **ART & DESIGN**

## **COMPONENT 1**

**Specimen paper Mark scheme**  
for first assessment in October 2020

## MARK SCHEME COMPONENT 1 (80 MARKS)

Assessment Objectives	Outstanding	Confident	Competent	Limited	Minimal	
	<b>20 - 17</b>	<b>16 - 13</b>	<b>12 - 9</b>	<b>8 - 5</b>	<b>4 – 1</b>	<b>0</b>
Research & Investigate (20 marks)	<p>Systematic and focused research and in-depth investigation related to key aspects of the chosen questions;</p> <p>Research and investigation from a variety of primary and secondary sources.</p>	<p>Focused research and investigation related to some aspects of the chosen question;</p> <p>Research and investigation from few primary and secondary sources.</p>	<p>Adequate research and investigation with under emphasis on key aspects of the chosen question;</p> <p>Research and investigation mostly from secondary sources, with only a few primary sources.</p>	<p>Limited and scanty research and investigation from secondary sources only.</p>	<p>Minimal and /no research and investigation;</p> <p>Minimal/no research from primary nor secondary sources.</p>	No creditable response
Develop & Organise (20 marks)	<p>Mature and consistent use of research and imagination to explore a range of ideas;</p> <p>Systematic and coherent development of creative and innovative ideas.</p>	<p>Relevant use of research and imagination to explore ideas;</p> <p>Appropriate development of creative and original ideas</p>	<p>Some link between research and development of ideas;</p> <p>Evidence of some creativity and originality in compositions.</p>	<p>Development of ideas is loosely linked to research;</p> <p>Limited creativity and originality in the development of ideas.</p>	<p>Minimal/no use of research to explore ideas.</p> <p>Minimal/no development of ideas</p>	No creditable response

Assessment Objectives	Outstanding	Confident	Competent	Limited	Minimal	
	20 - 17	16 - 13	12 - 9	8 - 5	4 – 1	0
Respond (20 marks)	Coherent and systematic experimentation demonstrating thoughtful selection of materials, media, techniques and processes.	Focused experimentation demonstrating appropriate selection of materials, media, techniques and processes.	Adequate experimentation demonstrating a range of materials, media, techniques and processes.	Limited and coherent experimentation demonstrating limited selection of materials, media, techniques and processes.	Experimentation is minimal/missing	No creditable response
Present (20 marks)	<p>Skillful use of elements of art (line, colour, tone, texture, etc.);</p> <p>Compositions demonstrate outstanding knowledge, understanding and application of compositional elements (layout, composition, balance, etc.);</p> <p>Compositions demonstrate very good personal qualities and very informed aesthetic judgements.</p>	<p>Appropriate use of elements of art (lines, colour, tone, texture, etc.);</p> <p>Compositions demonstrate good knowledge, understanding and application of compositional elements (layout, composition, balance, etc.);</p> <p>Compositions demonstrate good personal qualities and informed aesthetic judgements.</p>	<p>Reasonable use of elements of art (lines, colour, tone, texture, etc.) with under emphasis on a few elements;</p> <p>Compositions demonstrate adequate knowledge, understanding and application of compositional elements (layout, composition, balance, etc.);</p> <p>Compositions demonstrate adequate personal qualities and some aesthetic judgements.</p>	<p>Limited use of elements of art (lines, colour, tone, texture, etc.);</p> <p>Compositions demonstrate limited knowledge, understanding and application of compositional elements (layout, composition, balance, etc.);</p> <p>Compositions demonstrate limited qualities and aesthetic judgements.</p>	<p>Minimal/very poor use of elements of art (lines, colour, tone, texture, etc.);</p> <p>Compositions demonstrate very poor/no knowledge, understanding and application of compositional elements (layout, composition, balance, etc.);</p> <p>Compositions demonstrate minimal personal qualities and minimal aesthetic judgements.</p>	No creditable response







# **MARK SCHEME**

# **ART & DESIGN**

## **COMPONENT 2**

**Specimen paper Mark scheme**  
for first assessment in October 2020



MINISTRY OF EDUCATION AND HUMAN RESOURCES,  
TERTIARY EDUCATION AND SCIENTIFIC RESEARCH  
MAURITIUS EXAMINATIONS SYNDICATE

NATIONAL ASSESSMENT GRADE 9  
ART AND DESIGN

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**Specimen Paper Art & Design  
For first examination in 2020**

**Component 2**

MARK SCHEME  
Maximum mark: 20

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**Generic Marking Principles**

1. Marks must be awarded in line with:
  - i. the specific content of the mark scheme;
  - ii. the specific skills defined in the mark scheme.
2. Marks awarded are always **whole marks** (not half marks, or other fractions).
3. Marks must be awarded positively:
  - i. marks are awarded for correct/valid answers, as defined in the mark scheme;
  - ii. marks are awarded when candidates clearly demonstrate what they know and can do;
  - iii. marks are not deducted for errors and omissions;
4. Marks awarded are based solely on the requirements as defined in the mark scheme.

Question 1	Answer	Marks
a.	TRUE	<i>Example</i>
b.	FALSE	1
c.	TRUE	1
d.	TRUE	1
e.	FALSE	1

Question 2	Answer	Marks
a)	<i>arabesque</i>	<i>Example</i>
b)	textures	1
c)	images	1
d)	weaving	1
e)	Value	1

## Section B

### Artwork 1: Salt Harvesting, 2014

Question	Answer	Marks	Guidance
1	<ol style="list-style-type: none"><li>1. The artist wanted to show a local scene from Mauritius.</li><li>2. The artist wanted to depict the coastal region of Mauritius.</li><li>3. The artist wanted to show a sunny summer day in the coastal area of Mauritius.</li><li>4. The artist wanted to express how salt harvesting can be a tiring job.</li><li>5. The artist wanted to express his appreciation for these people who work hard during salt harvesting.</li><li>6. The artist wanted to paint the daily activities at a salt pan.</li><li>7. The artist wanted to show how people dress up for salt harvesting.</li></ol>	3	<p>One mark to be allocated if the answer is a one word or just an idea.</p> <p>If there is elaboration of one idea, two additional marks to be allocated.</p> <p>(or any suitable and comparable answers)</p>

Question	Answer	Marks	Guidance
2	<p><b>Art elements:</b></p> <p><b>Lines:</b> Vertical, diagonal, thick and thin lines have been used to draw trees.</p> <p><b>Lines:</b> Lines are repeated to add texture on the trees in the background to suggest movement.</p> <p><b>Lines:</b> Curves and swirls have been used to decorate purple rectangles to represent textured stones.</p> <p><b>Lines:</b> Bold lines have been used to outline the shapes</p> <p><b>Shapes:</b> Triangles, rectangles and hexagons have been used to represent textured stone walls, and textured grounds.</p> <p><b>Colours:</b> A combination of bright colours: blue, yellow and green have been used to represent a sunny and warm day.</p> <p><b>Texture:</b> motifs have been used repeatedly to demonstrate the surface quality.</p> <p><b>Space:</b> The size of objects in the foreground is bigger than those in the background to show perspective and spatial relationship</p> <p><b>Principles of Design</b></p> <p><b>Balance:</b> There is visual stability in the different elements of the composition. The background consisting of trees and bushes, the middle ground including the lady and the baskets and the foreground containing the salt pans</p>	4	<p>One mark if an art element is only mentioned/identified (1 mk)</p> <p>One mark if a principle of design is only mentioned/identified (1 mk)</p> <p>One additional mark each if there is elaboration on how the art element is used to communicate ideas (1 mk)</p> <p>One additional mark each if there is elaboration on how the principle of design is used to communicate ideas (1 mk)</p>

	<p>have been carefully arranged to suggest a calm atmosphere.</p> <p><b>Emphasis:</b> Emphasis is created by placing the lady at the centre of the composition so that she stands out and capture the viewers' attention.</p> <p><b>Pattern:</b> Pattern is created through a combination and repetition (random as well as regular) of shapes such as triangles, squares, rectangles and swirls to produce a decorative composition.</p> <p><b>Variety:</b> Various elements such as trees, walls, salt pans, baskets and a human figure are used to create an interesting composition.</p> <p><b>Unity/harmony:</b> The composition has unity and harmony as all the elements in a composition such as the trees, walls, salt pans, baskets and the human combine to make a complete whole. The overall composition depicts serenity.</p>		
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Question	Answer	Marks	Guidance
3	<p>I like the <b>composition</b> as it is made up of a <b>variety</b> of <b>elements</b>.</p> <p>I like the <b>composition</b> which is made up of a <b>variety</b> of <b>shapes</b> and <b>lines</b>.</p> <p>I like the <b>texture</b> created on the various <b>elements</b> through the use of <b>lines</b>, <b>shapes</b>, swirls and curves.</p> <p>I find the artwork <b>expressive</b> as it depicts two figures in the act of doing something.</p> <p>I like the calmness depicted in the composition suggested by the <b>simplification</b> of the lady and background.</p> <p>I like the <b>simplification</b> of <b>forms</b> in the <b>composition</b></p> <p>I like the <b>stylization of the human body</b> which makes the artwork simple to understand.</p> <p>I do not like the <b>stylization</b> of the human figure as the features are not visible.</p> <p>I do not like the <b>stylization of forms</b> in the artwork as it makes the artwork look unattractive.</p> <p>I do not like the <b>variety</b> of lines and shapes used in the composition as it looks confusing and repetitive.</p> <p>I do not like the composition as it looks <b>unrealistic</b> as the way the lady is dressed is not depicting a true picture.</p>	5	<p>If one /two ideas are mentioned only (1-2 mks)</p> <p>If there is use of one /two/ three art terms to elaborate on the idea (1-2-3 mks)</p> <p>Words in bold in the possible answers are art terms used</p> <p>Any other suitable and comparable answer is acceptable.</p>

## Artwork 2: Old Couple, 2017

Question	Answer	Marks	Guidance
1	<p>The artist wanted to show an old couple.</p> <p>The artist wanted to show old age.</p> <p>The artist wanted to show an old couple heading somewhere.</p> <p>The artist wanted to show how an old couple is managing on their own.</p> <p>The artist wanted to show an old couple wearing hats to protect themselves from the sun.</p> <p>The artist wanted to show an old couple wearing hats as part of a culture.</p> <p>The artist wanted to show a tall man and a short lady.</p> <p>The artist wanted to show an old couple walking with the help of a stick and both are carrying bags/baskets.</p> <p>The artist wanted to express his gratitude/love towards elders.</p> <p>The artist wanted to express his admiration for the togetherness/love of an old couple.</p>	3	<p>One mark to be allocated if the answer is a one word or just an idea.</p> <p>If there is elaboration of one idea, two additional marks to be allocated.</p> <p>(or any suitable and comparable answers)</p>



Question	Answer	Marks	Guidance
2	<p><b>Art elements:</b></p> <p><b>Lines:</b> The dominant use of vertical lines express balance and stability.</p> <p><b>Colour:</b> The rustic dominant dark tones used in the artwork emphasize on old age.</p> <p><b>Form:</b> there are various form of metal structures used in the artwork, which give a sense of volume to the artwork.</p> <p><b>Value:</b> Value has been created by the use of different metals and found materials assembled together.</p> <p><b>Space:</b> The space around and within the figures form a well-balanced composition.</p> <p><b>Principles of Design</b></p> <p><b>Unity/harmony:</b> The composition has unity and harmony as for both figures in the composition the same material (scrap metal) has been used. The colour of the material creates a sense of harmony.</p> <p><b>Balance:</b> The use of different types of lines are used to bring balance and stability in the artwork.</p> <p><b>Variety:</b> The curved body of the man is in contrast with the other figure of the composition, hence bringing variety in the artwork.</p>	4	<p>One mark if an art element is only mentioned/identified (1 mk)</p> <p>One mark if a principle of design is only mentioned/identified (1 mk)</p> <p>One additional mark each if there is elaboration on how the art element is used to communicate ideas (1 mk)</p> <p>One additional mark each if there is elaboration on how the principle of design is used to communicate ideas (1 mk)</p> <p>(Or any other suitable and comparable answers)</p>

Question	Answer	Marks	Guidance
3	<p>I find the artwork <b>expressive</b> as it makes me remember elderly people.</p> <p>I like the artwork which is an <b>assemblage</b> made up of a variety of scrap metals. It is a great way to reused old metals and save the environment.</p> <p>I like the lady in the artwork as she appears more <b>realistic</b>.</p> <p>I like the <b>unity</b> in the <b>composition</b> which conveys the togetherness and love of the couple.</p> <p>I like the accessories (hats and bags) which make the artwork <b>expressive</b> about a culture.</p> <p>I like the artwork because it demonstrates <b>recycling</b> and <b>reusing</b> scrap materials in creating (meaningful) artworks.</p> <p>I like the <b>stylization</b> of the male figure.</p> <p>I like the <b>simplification</b> of the <b>forms</b> in the composition.</p> <p>I do not like some of the <b>materials</b> and <b>techniques</b> used for the sculpture (scraps).</p> <p>I do not like the <b>colour scheme</b> as it is too dark.</p> <p>I do not like the <b>proportion</b> of the old man. He appears to be too tall compared to the old lady.</p>	5	<p>If one /two ideas are mentioned only (1-2 mks)</p> <p>If there is use of one /two/ three art terms to elaborate on the idea (1-2-3 mks)</p> <p>Words in bold in the possible answers are art terms used.</p> <p>Any other suitable answer is acceptable.</p>

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