

Hong Kong Diploma of Secondary Education (HKDSE) Examination
Visual Arts Practice Papers
Students' Performance from the Research Study

The Hong Kong Examinations and Assessment Authority (HKEAA) collected about 100 students' scripts of the Visual Arts Practice papers from 8 schools for the Research Study. Seminars were held for school teachers on 27 and 28 February explaining the marking guidelines for the Practice papers as well as the general performance and common mistakes made by the students in order to assist teachers to help their students better prepare for the HKDSE Examination. It is estimated that about 600 teachers attended the seminars.

The candidature for individual papers was as follows:

Paper	No. of Students
1	60
2	40

Paper 1 Visual Presentation of a Theme

Question No.	Popularity (%)	Performance in General
1	23	Students are familiar with the written presentation on critical appreciation of artwork. They can present relevant data which are identified and gathered from the artwork in the regular way. Some students' critical appreciation target at the photography for illustration instead of the sculpture on its own.
2	2	Students are able to use multiple, relevant and coordinate forms of artistic creation in different emotions or ideas.
3	14	Students can elaborate and interpret the aesthetic perception of women in different views.
4	9	Students can make reasonable judgement about the artwork. They are able to propose one or two criteria to judge the appropriateness of form of expression. There are different perspectives of life and afterlife in the artwork.
		In general, students are able to integrate various

5	12	contexts of artworks or ideas from appreciation & criticism to the theme. But some students cannot present the ‘Different Perspectives of Fruit ‘ in their artwork.
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Paper 2 Design

Question No.	Popularity (%)	Performance in General
1	9	Few students can use “grid” as the term in their formal analysis. Few students evaluate the functional aspect of the design in this question.
2	11	Only few students focus on the functional aspect of the package (e.g. protection of the product). Students’ logo design-work is complicated. Matching the design and market needs - ‘traditional character and high quality’ work is less.
3	12	Only few students focus on the functional aspect of the door signs for a hotel (e.g. Size and shape). Few students can present a ‘unify and with variation’ door signs in this question. Many students use ‘cartoon characters’ to illustrate their ideas.
4	0	No student attempts this question.
5	8	Students demonstrate the illustration skills effectively in this question. Students’ understanding of post 90’s generation is superficial.

Performance in general

Most students are able to combine different relevant foci, and identify their relationships in Literal Description. Students can connect different experiences and feelings with the visual form, without knowing the relationship among forms. They can base on the literal description to examine how the visual elements are combined according to principles of

organization. Students can make reasonable judgement about the artwork. However, it is noted that many students do not express any comment on the value judgement of the artwork. In general, students are able to integrate various contexts of artworks or ideas from the appreciation & criticism to the theme. It is also noted that students demonstrated an ability to create their artwork from different perspectives and with originality.

General Comments and recommendations

1. It is recommended that students do not need to copy the information of the artwork while answering the question and focus to the relevant details.
2. Students are able to provide certain interpretations of meaning toward form of expression. Some students provide multiple interpretations of meaning and embedded messages of the artwork in particular context. However, many students only respond to one or two criteria in this part. In-depth interpretation on particular perspectives is scanty. It is suggested that students should focus on pursuing the different layers of meaning of art through literal description and formal analysis of the artwork.
3. For some students, they have developed unique ideas in their art-making. However, further refinement of their selection and use of visual elements and principles of design need to be improved.
4. Students demonstrate how their art-making is related and transfer from the art appreciation & criticism through artwork statement and which help assessors to understand their intention. The artwork statement provides a chance for markers to comprehend the students' artwork.