

**JUNIOR LYCEUM ANNUAL EXAMINATIONS 2001**  
Educational Assessment Unit – Education Division

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**Form 3**

**ART**

**TIME: Extended**

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**TEACHER'S PAPER:**

1. The examination has been designed to enable the students to experience the creative process and the realization of a product.
  2. Art teachers are required to stress the following points:
    - a. Creative and thoughtful considerations are essential, to deal effectively with questions from both **SECTION A** and **SECTION B**,
    - b. These considerations have a direct bearing on the quality of the students' final work, and are reflected in preliminary studies made in connection with both **SECTION A** and **SECTION B**.
    - c. Preliminary studies are to be handed in together with the final works.
  3. The questions in **SECTION B** may be interpreted in any one of the following forms:
    - Painting in colour
    - Print Making
    - Textiles
    - Collage
    - Three – Dimensional work
  4. Students are to be helped to organize the extended time given to their best advantage.
  5. All teachers are expected to explain the contents of the examination paper.
  6. The Art examination is to be conducted during the Art lesson – in the period from the 14<sup>th</sup> May to 9<sup>th</sup> June 2001.
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- **ART TEACHERS ARE EXPECTED TO MAKE USE OF THE MARKING SCHEMES PRESENTED WITH THIS PAPER TO ASSESS THE STUDENT'S COMPETENCES.**
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## **SECTION A : Drawing or Painting from Observation**

The Art Teacher is to set up one or more arrangements of three objects each, chosen from the following list:

Hat or Cap  
Mallet / Hammer

Books  
Rope

Big Jug  
oranges

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## **SECTION B : Composition from a Theme.**

The students are asked to consider the following starting points:

**1. A Street Scene in My Town or Village.**

**2. The Fantastic Circus.**

**3. A Birthday Card.**

You may study the works of Vincent van Gogh to help you create a birthday card.

**4. On Stage.**

Make a composition inspired by anything you saw on the school stage.

**5. Cats**

**6. Ice cream Vendor on the Beach.**

- **THE STUDENTS ARE ASKED TO CHOOSE ONE THEME AND DEVELOP IT INTO A PICTURE.**
- **THE STUDENTS' WORK IS EXPECTED TO BE THE RESULT OF THOUGHTFUL DEVELOPMENT.**

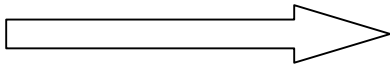
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**MARKING SCHEME – DRAWING OR PAINTING FROM OBSERVATION**

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The Mark Scheme, derived from the Assessment Objectives shown in the grid below, must be used when marking the DRAWING or PAINTING FROM OBSERVATION Art exam of Section A in the Exam Paper.

**The Assessment Objectives form the basis for assessing the student’s work. The scheme is designed to assess the student’s competencies in doing Still Life. Each Descriptor carries 20 marks, which are divided as shown:**

<b>ASSESSMENT OBJECTIVES</b>		No evidence	Limited and low-quality evidence	Either adequate evidence but of indifferent quality or limited evidence but of reasonable quality	Adequate evidence and of reasonable quality	Ample and high quality evidence	<b>TOTAL MARK</b>
i.	Makes effective use Of form and space	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	
ii	Is aware of the importance of the depiction of the Light and Shade	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	
iii.	Brings out the Tones found in the Still Life.	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	
iv.	Brings out the Textures found in the Still Life	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	
v.	Realises a Balanced Still Life by applying sensitively the basic Art Elements.	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>TOTAL MARK</b> 							

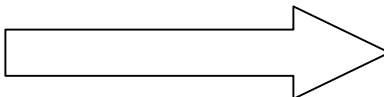
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**MARKING SCHEME - COMPOSITION FROM A THEME**

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The Mark Scheme derived from the Assessment Objectives, Shown in the grid below, must be used when marking the COMPOSITION FROM A THEME Art exam in section B of the Exam Paper.

**THE ASSESSMENT OBJECTIVES FORM THE BASIS FOR ASSESSING THE STUDENT'S WORK. THE SCHEME IS DESIGNED TO ASSESS THE STUDENT'S COMPETENCIES THROUGHOUT THE ENTIRE WORK PROCESS**

<b>ASSESSMENT OBJECTIVES</b>		NO evidence	Limited and low-quality evidence	Either adequate evidence but of indifferent quality or limited evidence but of reasonable quality	Adequate evidence and of reasonable quality	Ample and high-quality evidence	<b>TOTAL MARK</b>
<b>INVESTIGATION</b>	<b>i.</b> Record responses to direct experience observation and imagination	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	
	<b>ii.</b> Investigate visual and other sources of information						
<b>EXPERIMENTATION</b>	<b>iii.</b> Explore and use a range of media for working	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	
	<b>iv.</b> Review, modify and refine work as it progresses						
<b>DOCUMENTATION</b>	<b>v.</b> Respond to the works of other artists, craft-persons and designers making connections with their own work.	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>	
<b>REALISATION</b>	<b>vi.</b> Realises ideas and intentions	<b>0</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>40</b>	
	<b>vii.</b> Refine and complete work						
<b>TOTAL MARK</b> 							

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**INSTRUCTIONS TO STUDENTS**

1. Read the questions carefully and consider which of them will be suitable for your competence and interest.
2. You are expected to show that your work goes through the process of **Investigation, Documentation, Experimentation** and **Realization**.
3. **Preliminary studies** are required to answer both **SECTION A** and **SECTION B**. Therefore Preliminary studies are to be handed in with your final work. Failure to do so will lose your marks.
4. Two questions are to be attempted. One question from **SECTION A**, and one from **SECTION B**.
5. The questions in **SECTION B** may be interpreted in any one of the following forms:
  - Painting in colour
  - Print Making
  - Textiles
  - Collage
  - Three – Dimensional work
6. Any reference material (primary or secondary sources) may be used. But mere copying is unacceptable.
7. Write the following information clearly on the back of your work:
  - a) Name and Surname
  - b) School and Class
  - c) Section (A or B) and question number.

**The Art examination is to be conducted during the Art lesson- in the period from the 14<sup>th</sup> May to the 9<sup>th</sup> June 2001.**

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## **SECTION A : Drawing or Painting from Observation**

A selection of three objects from the following list is arranged before you.

Hat or Cap  
Mallet / Hammer

Books  
Rope

Big Jug  
oranges

Study the group of objects placed before you. To understand the organization of **light** and **shadow**, **forms**, **colours** and **textures** make use of **preliminary studies**. Produce a drawing of the group.

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## **SECTION B : Composition from a Theme.**

The students are asked to consider the following starting points:

**1. A Street Scene in My Town or Village.**

**2. The Fantastic Circus.**

**3. A Birthday Card.**

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