

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

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**Form 4**

**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.
- **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 four objects each, chosen from the following list:

Jacket

Wood off-cuts

Paper bag

Books  
Flowers(not natural)  
Big brush

Utensils  
Cactus  
Glass bottle(s)

Fruit  
Head gear  
Iron

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## SECTION B : Composition from a Theme.

The students are asked to consider the following starting points:

1. **School Life:** Make an imaginative picture to show what you like or dislike at our school. You can make use of the studies you have made of areas in the school or made fresh ones of your own. You can make studies of people at school if you like.
  2. **On stage:** Make a painting inspired by anything you saw on the school stage in the past two years.
  3. 'Ġebel u naqal, ċnut imwaqqgħa, nixfa,  
Zkuk ta' bużbież, millieġ u xewk maħruq  
Bix-xemx t'Awissu fi tmien triqtu... Hemda  
Donnha ta' baħħ f'xifer il-Mewt mitluq.'  
Silta mill-poeżija '**IL-WIED TAŻ-ŻEBBUĠI**' ta' Karmenu Vassallo
  4. **St. James Cavalier** is a modern Arts Centre in a historical site. Create a picture inspired by a work of art that you saw exhibited at St. James Cavalier; or, make a two-dimensional or a three-dimensional study of a part of the building of St. James Cavalier that you liked best.
  5. "I love....." chocolates, cats, circles, chimpanzees, cat-walks, cars, colours, confusion, Christmas, cactus, cobra, carnations, crystals, cinema carnival...etc. Choose one of the above suggestions on how to finish the sentence or create one of your own, then make an imaginative picture about it.
  6. **Gustave Klimt's** paintings are rich in pattern and symbols. By studying "The Tree of Life" and "The Kiss" create a design suitable for a wallpaper design.
  7. Have you ever visited an artist's studio and seen an artist at work? Make a painting showing an **artist at work**, inspired by your visit.
- 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.

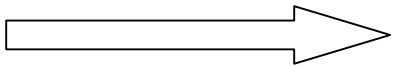
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**MARKING SCHEME – DRAWING OR PAINTING FROM OBSERVATION**

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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.

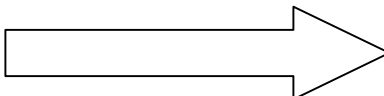
**The Assessment Objectives form the basis for assessing the student’s work. The scheme is designed to assess the student’s competencies in doing Still Life. Each Descriptor carries 20 marks, which are divided as shown:**

<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> 							

**MARKING SCHEME - COMPOSITION FROM A THEME**

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 four objects from the following list is arranged before you.

Jacket	Wood off-cuts	Paper bag
Books	Utensils	Fruit
Flowers(not natural)	Cactus	Head gear
Big brush	Glass bottle(s)	Iron

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 painting or drawing of the group.

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## SECTION B : Composition from a Theme.

The students are asked to consider the following starting points:

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6. **Gustave Klimt's** paintings are rich in pattern and symbols. By studying "The Tree of Life" and "The Kiss" create a design suitable for a wallpaper design.

7. Have you ever visited an artist's studio and seen an artist at work? Make a painting showing an **artist at work**, inspired by your visit.

- **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.**

**YOU ARE REMINDED THAT YOU WILL BE ASSESSED ON YOUR ABILITY TO:**

- (i) record responses to direct experience, observation, and imagination;
- (ii) develop ideas and investigate visual and other sources of information;
- (iii) explore and use a range of media;
- (iv) review, modify, refine and complete your work;
- (v) respond to the works of other artists, crafts-persons and designers, making connections with your own work;