

The W.C.E.D. must be thanked for the quality of the paper with coloured visual images which assisted candidates with more meaningful interaction with these images.

Most teachers can be congratulated on the good work done during the past year. More candidates gave better contextual interpretations and engaged with the questions and visual sources.

The following must be addressed for successfully answering the paper:

- History of Art is about **artworks**. Without artworks there would be no such subject! It is upsetting that with all the trouble getting a colour question paper, too many candidates still ignore the visual sources and/or cannot engage with studied and unseen works. Teachers must teach their candidates the **skill of visual analyses**:
 - a brief description
 - analyses (use of media, elements of art, etc.)
 - interpretation (in relation to context of the work)
- In some centres candidates refer to very little artworks. Candidates must use a variety of artworks to explain and substantiate movements/the work of individual artists. This means not a list of works, but engaging with these works to explain movements/artists.
- Teach candidates to be specific and avoid generalised statements. They should ask themselves 'why', 'how', etc. after making a statement. There were too many vague, generalised statements and discussions. E.g. 'Andries Botha comments on the political situation in South Africa', not answering which issues he addressed and how he addressed it in specific works through his use of media, images, etc.
- Questions are there to be answered! Often the question is ignored in a generalised discussion. Candidates must be taught to answer a specific question and not only give a summary of a movement/artist named in the subsection. Of course they must use their knowledge about the movement/artist, but must angle it towards the specific question and make use of visual sources where required.
- There were often too much on the influences on a movement or artist and not enough on characteristics and specific works of art.
- In Section B there was often too much unnecessary biographical information. Marks are only awarded if this was used in connection with the work of an artist.
- It is impossible to score on brief essays of one or two pages. Four pages are usually needed to give a good answer. The very long essays tend to be repetitive and very long answers in one section made it difficult for the candidate to finish the paper.
- Often the question was paraphrased for an introduction and the candidates lose valuable minutes. Introductions and conclusions must be meaningful in the context of the question.
- Candidates should understand the meaning of concepts – too many works are incorrectly described as being abstract.
- A good answer is a balance between facts, comprehension, interpretation and insight where artworks take the centre stage!