

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. There were many astute and knowledgeable answers.

The following must be addressed in order to answer this paper successfully:

- History of Art is about **artworks** - without artworks there would be no such subject! It is upsetting that, with all the trouble taken to provide colour illustrations in the question paper, many candidates still ignored the visual sources and/or cannot engage with studied and/or unseen works. There were still candidates who answered this paper without even naming any artworks, apart from those given in the paper.
- Teachers must teach their candidates **visual analysis**:
 - A brief description
 - Analysis (use of media; elements of art, such as colour, line and shape)
 - Interpretation (in relation to context of the work)
- Teaching visual analysis is crucial for next year's Visual Arts paper where a large part of the paper will consist of visual sources.
- It was upsetting that some candidates could not engage with artworks by using the correct art terminology and this need to be addressed in the teaching of the subject.
- It is important to teach basic art terminology. For instance, some candidates refer to "landscapes" as "still-lives".
- Candidates should also understand terminology associated with ideas and styles, e.g. naturalism, abstraction, expressionism. Too many works are incorrectly described as being abstract.
- Candidates must use a variety of artworks to explain and substantiate movements or the work of individual artists. This does not mean just providing a list of works, but rather explaining movements and artists' works. A few candidates, those with exceptional analytical skills, wrote excellent answers on, for example, Question 1 by referring only to the given visual sources. However, for the majority of candidates, a range of artworks ensured marks.
- Teach candidates to be specific and to avoid generalisations. They should ask themselves 'Why?', 'How'?', etc. after making a statement. There were too many vague generalisations and discussions.
- Questions are there to be answered! Candidates often ignore the question when they drift into a generalised discussion. Candidates must be taught to answer a question and not just give a summary of a movement or artist named in the subsection. Of course they must use their knowledge about the movement or artist, but must gear it to the question asked and make use of visual sources where required.
- There were still too many cases where candidates performed noticeably better in Section A. The answers in Section B, on the South African artists and movements, were often too brief and learners did not study a range of artworks by artists or movements.
- 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.
- Many more candidates choose to answer Question 15 on visual literacy. Factual, academic information was not expected in this answer. They were expected to draw from their general art knowledge. There were some very good answers and it seemed that the topic of children really touched the candidates. However, some saw it as an easy option and could not engage with the images using art terminology. Instead, they gave repetitive and generalised interpretations.
- It is impossible to score on brief essays of one or two pages. Four pages are usually needed to give a good answer. Then again, overlong essays tend to be repetitive and make it difficult for the candidate to finish the paper.
- Candidates sometimes paraphrased the question as an introduction and the candidates lost marks for doing this. Introductions and conclusions must contribute to the written response to the question.
- Cutting out the illustrations from the question paper and pasting them into the answer book is a waste of precious time.
- A good answer contains a balance between facts, comprehension, interpretation and insight, where artworks take centre stage!