

The examining panel must be thanked for the quality of the paper, particularly the visual images in colour.

Teachers must ensure that they read the updated PAT document to ensure that their candidates learn the correct terminology and relevant artists for each section.

The following must be addressed if this paper is to be answered well:

- Visual Culture Studies is about **artworks**. Without artworks there would be no such subject.
- The examination panel put much effort into presenting the question in colour. However, too many candidates ignored the visual sources and/or could not engage with studied and unseen works. There were many candidates who answered the examination paper without naming any artworks other than those given in the paper.
- Teachers must teach their candidates the **approach to visual analysis**:
 - A brief description
 - Analysis (use of media and the elements of art, such as colour, line and shape)
 - Interpretation (in relation to context of the work)
- The teaching of visual analysis is crucial for the Visual Arts examination paper where a large part of the assessment is based on visual sources. It was clear that some candidates could not engage with artworks by using the correct art terminology. This must be remedied in the teaching of the subject, e.g. Question 7 (Multi-Media).
- It is important to teach **basic art terminology**.
- Candidates should also understand the **meaning of concepts and styles** such as naturalism, abstraction and expressionism. Too many works were incorrectly described as being abstract. In Question 2, many candidates could not link the unseen images to cubism, German expressionism, etc.
- In some centres candidates referred to few or no artworks. Candidates must use a variety of artworks to explain and substantiate their understanding of movements and the work of individual artists. This does not mean just listing works, but an ability to engage with these works to explain movements or artists' works. A few candidates with exceptional visual analysis skills wrote excellent answers by only referring to the given visual sources, e.g. Question 2.
- Candidates should avoid providing personal or moral judgements when these are not required by the question, e.g. Questions 3, 7, 8 and 9.
- Teach candidates to be specific and to avoid generalised statements. They should ask themselves 'Why?', 'How?', etc. after making a statement. Candidates must substantiate all comments.
- Each question has a required format and direction – but often the question is ignored by the candidate. Candidates must be taught to answer the stated question and not simply provide a summary of the movement or artist named.
- There was often too much unnecessary biographical information rather than an engagement with the artist's work and the influences on it.
- Paragraph questions were often answered in point form, without a discursive structure.
- The question was often paraphrased to form an introduction, a practice which causes the candidate to lose valuable examination-writing minutes. Introductions and conclusions must be related to the context of the question.
- A good answer strikes a balance between facts, comprehension, interpretation and insight, with the artworks taking centre stage.