

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2010

**VISUAL ARTS
GENERAL PROFICIENCY**

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GENERAL COMMENTS

The Caribbean Secondary Education Certificate examination in Visual Arts is organized under two syllabi, A and B. The examination requirements for Syllabus A are as follows:

- Two Production Papers based on two Production Options chosen
- One Illustrated Paper based on the Theory of Art
- A portfolio of six pieces of work (three based on each Production Option chosen)

The examination requirements for Syllabus B are as follows:

- Three Production Papers based on three Production Options chosen
- A portfolio of nine pieces of work (three based on each Production Option chosen)

There are ten Production Options from which the candidates choose to study. They are

- Option A - Drawing
- Option B - Imaginative Composition
- Option C - Graphic Design
- Option D - Printmaking
- Option E - 3-Dimensional Design
- Option F - Fibre Arts
- Option G - Surface decoration (Textiles)
- Option H - Ceramics
- Option I - Leathercraft
- Option J - Decorative Craft

The Visual Arts examination consists of three components. The Production Paper is done by all candidates, that is, those registered for Syllabus A and B. There are four questions for each of the ten Production Options. Candidates are required to do one question from each of the Production Options studied.

The Illustrated Paper, which is a research paper, is done only by those candidates registered for Syllabus A. The Illustrated Paper must be related to one of the Production Options studied.

The School-Based Assessment is done by all candidates. It is a portfolio of work consisting of a sample of three pieces from each Production Option chosen.

This was the last examination for this syllabus. The 2011 Visual Arts examination will be based on the revised syllabus.

There were 464 entries for Syllabus A and approximately 8,881 entries for Syllabus B in the 2010 examination. This year, fewer candidates selected Option E, 3-Dimensional Design, Option F, Fibre Arts, and Option I, Leathercraft. It was also noted that the standard of work produced for these options was lower than that of previous years. Overall, while there were outstanding pieces submitted for the 2010 Visual Arts examination, generally, some of the work submitted was not of an acceptable standard. It was evident that preparation, prerequisite knowledge and skills were lacking.

DETAILED COMMENTS

Production Papers

Option A – Drawing

This was one of the most popular options in this year's examination. All questions were attempted. There were many good responses which displayed a high level of skill and knowledge of the elements and principles of design. Candidates explored a variety of drawing media and made satisfactory attempts in answering the questions chosen. It was noted that some attempts at exploring colour did not demonstrate a strong understanding of tones and shade.

Question 1

Candidates were required to draw a bust of a figure wearing a straw hat.

This was the least popular question. There was, however, a wide range of responses to the question which demanded a basic understanding of proportion, texture and tonal qualities. There was some overuse of hard lines to outline the form and representation of the facial features. Outstanding pieces showed a good grasp of proportion and the human anatomy. They demonstrated knowledge of tonal and textural qualities of the face, hat and clothing.

Moderate, weak and poor pieces were often flat and distorted. It was obvious that many drawings were not done from life. In some instances, the figure was cut from a magazine and included as preparatory work. Some candidates even included a photograph of a sculptural bust from which the drawing was done.

Question 2

Candidates were required to draw an arrangement of five objects including container, hose and garden tools. This was the third most popular question. This question required an understanding of composition and geometric and organic forms. It also demanded a good understanding of tonal qualities. There were many outstanding pieces which demonstrated accurate observational skills and knowledge of form, structure, tonal and textural qualities. The cut flowers were excellent in execution and the garden hose with its cylindrical form and curves was handled with considerable skill.

The moderate and poor responses showed that these candidates experienced problems with observation, composition, textural and tonal qualities. The serpentine movement and cylindrical shape of the hose posed the most challenges. Some candidates destroyed the integrity of their compositions by applying paint, overpowering patterns and textures in the backgrounds. However, the question encouraged the exploration of a variety of drawing media including chalk and oil pastels, pen and ink, and pencil crayons.

Question 3

Candidates were required to draw a garment and a hat placed on a chair with a pair of shoes underneath.

This was the most popular question. The level of difficulty was equal to that of the others, as the candidates had to draw a cuboid form (the chair) in perspective, as well as create the folds and textures in the cloth and hat. As expected, the successful responses created a strong sense of form, light and shade and a variety of textural qualities.

Weaker candidates were deficient in their ability to create depth on a flat surface. In many instances, the seat of the chair appeared to be tipping over and the legs were not aligned. They also experienced

difficulty observing and executing detailed drawings of surface textures, folds in fabric, and utilizing space and perspective. This question encouraged candidates to explore a wide range of drawing media in their work.

Question 4

Candidates were required to draw an arrangement of five objects connected to the heritage of their country.

This was the second most popular question. It required an understanding of line and geometric structures such as cuboids, cylinders and cones. The responses to this question were executed fairly well. The successful pieces demonstrated accurate observational skills and knowledge of elliptical shapes. The question encouraged candidates to seek out and use a variety of objects, both natural and man-made. Natural objects that were used included sugar cane, yams, breadfruit, sweet potatoes and bananas. Man-made objects included coal pots, three-legged pots, guitars and drums. In some cases, candidates appeared to have used an imaginative approach to the interpretation of the question resulting in the appearance of floating objects and poor use of space. There was, however, some poor choices of objects to create the still-life composition.

Generally, a wide variety of drawing media was utilized. Many responses tried to utilize colour to disguise the weaknesses in the drawings.

Option B - Imaginative Composition

This was also one of the most popular options in the examination. All questions were attempted. Generally, candidates explored a wide range of techniques in this option. Some candidates effectively incorporated screen-printing, design element and impasto techniques in their composition. The most successful pieces were those where it was evident that the candidate undertook significant preparation in developing the work. It was noted, however, that many candidates copied directly from existing work. This should be discouraged.

Question 1

Candidates were required to produce a piece of work on the topic “The Old Timers”.

There were varied responses to this question. Some candidates presented interesting concepts. A high degree of symbolism was evident in the visualizing of the subject matter with most of the concepts reflecting traditional imagery. Compositions included old people, pots, shoes, cars and old architecture. Some of the pieces presented for this question demonstrated the exploration of interesting concepts using a range of techniques and treatment of the surface. On the other hand, some pieces demonstrated that interpretations of the subject matter lacked understanding, interest cohesiveness and skill.

Question 2

Candidates were required to produce a piece of work on the topic “In the Shade”.

This was the most popular question for this option. The majority of responses depicted the tree as the main source of the shade but a few candidates presented some very interesting interpretations; the majority of the responses, however, were mediocre. There was little evidence of exploration of interesting concepts. What was presented was typical, cliché and literal. Responses also lacked skill in using the media and showed an absence of tonal emphasis and perspective.

Question 3

Candidates were required to produce a piece of work on the topic “Ritual”. A number of candidates demonstrated the effective use of the elements and principles of design, which is commendable. Yet, some of the work demonstrated a lack of understanding of the use of space, composition, colour and perspective. This was mostly due to the fact that the meaning of the word *ritual* was not understood and little or no research was done. So, most compositions demonstrated sacrificial offerings, blood shedding or killing of some sort. Some responses illustrated a party-like setting showing celebration. In such cases, compositions were weak and there was a lack of skill in using the media.

Question 4

Candidates were required to produce a piece of work on the topic “The City Dump”. This question had some of the most creative responses in terms of the use of mixed media and interpretation of the theme. The collage technique was popular but in some cases there was minimal level of skill in both composition and technique. Many of the candidates lacked the skill to create an interesting composition with foreground, middle ground and background; hence, the pieces lacked depth.

Option C - Graphic Design

This was one of the most popular options in the examination. The use of typography posed several challenges for candidates. There were many pieces with poor spelling and grammar throughout. Preparatory sketches were submitted by most candidates. In some instances, however, candidates submitted unnecessary preparatory work or empty CDs. Much of what was submitted needed to be sorted and edited to ensure that only the appropriate information was selected. Candidates should ensure that preparatory work is properly mounted and securely attached to the back of the finished piece, never to the front of the work.

Research for some candidates meant copying directly from books, magazines and the Internet. In many instances, candidates were weak in either lettering or illustration or both. Layout skills were also weak. Some candidates also completely disregarded the stipulated dimensions.

Question 1

Candidates were required to design a poster to promote awareness of the abuse of persons in the community.

This was the most popular question. The subject matter was very relevant and gave candidates the opportunity to express themselves. Interpretations were varied and spoke to all types of abuses beside the physical and mental. Some candidates spoke to the abuse of properties and the rights of persons being taken away as in the case of crime, violence and slavery. Most approached the question from the perspective of child abuse. Some images were extremely graphic and demonstrated the diverse experiences of candidates.

Generally, the concepts were good, but the pieces were not well executed. There was poor choice of fonts which made reading difficult. There was also poor spacing between words and letters and the mixture of upper and lower case in the same word made the pieces unattractive and illegible. Candidates are encouraged to experiment with colouring when using fonts. The computer-generated artworks were generally well executed. In the moderate to poor responses, there were problems with organization, layout, lettering and illustration techniques. They also lacked impact, clarity and simplicity in conveying the message.

Many candidates from the same centre used the same images as sources and so the work lacked originality.

Question 2

Candidates were required to design a cartoon with eight to ten panels showing the importance of school rules. There were some excellent responses to this question. Candidates demonstrated a good understanding of how to use caricature and cartooning techniques. Some of the illustrations were very strong but there were poor storylines in most of the pieces submitted. Some of the pieces also lacked originality as candidates copied characters from existing cartoons, television, newspapers and other sources.

Most pieces lacked the dialogue (text), a necessary element of graphic design and of carrying through the storyline in the cartoon. Some, with strong written messages, lacked good illustrations. In many instances, there were no titles or captions for the cartoons.

Candidates must not use expletives in the pieces of work created for the Visual Arts examination.

Question 3

Candidates were required to design a circular poster to promote the importance of preserving the endangered species in the Caribbean. Candidates demonstrated strong use of colour in their responses to this question. There was very good use of media such as coloured pencils and paints to illustrate pictures but some of the pieces showed that candidates experienced difficulties with designing in the round.

Most of the pieces demonstrated thorough research. However, there were responses, in the minority, that were obviously unaware of the endangered species in the Caribbean. As such, creatures not indigenous to the Caribbean were illustrated.

The computer generated responses were well executed and ranged from good to outstanding. However, some of the CDs which were presented with preparatory work only showed the completed piece and not the step by step work leading to the finished piece. It was difficult to determine how these candidates arrived at the finished product.

In some responses, the text and images competed with each other for visibility.

Question 4

Candidates were required to illustrate a given text. This was the least popular question. For those who attempted this question, the pieces produced were well done. There was one illustration which was taken directly from a history book with no manipulation. This is to be discouraged. Generally, candidates experienced problems in combining illustration and typography within a given space.

There was not enough contrast between the illustration and the text as the background often competed with the text and made it difficult to read.

Option D - Printmaking

The number of candidates registered for this option increased this year. Several of the pieces submitted lacked traditional print notations that are necessary in presenting the finished print. The required information includes the number of editions to be placed at the bottom left corner of the print, the title of the print to be located below the image in the centre and the date the print was done. This information must be written in pencil. Several candidates laid out their editions connected side by side in a tiled manner on a single sheet of paper. Each print ought to be presented on a separate sheet of paper with adequate clean virgin border around the image with approximately 1½" at the top and sides of the print and 2" at the bottom of the border.

The preliminary studies accompanying the artwork of many candidates consisted of long and elaborate written explanations and a journal, entire sketchpads and the blocks used for the print. A simple paragraph along with the three editions is what is required. Worthy of commendation is one centre that explored the etching technique. The pieces were of exceptionally high quality. The editions were clear and effective and the candidates were able to capture the stippling technique with a high degree of complexity. Tonal qualities were also quite effective with these prints.

Question 1

Candidates were required to produce an edition of three prints on the topic “Architectural Heritage”. This was the least popular question for this option. Several of the pieces had images depicting landmarks and Victorian and Georgian architecture commonly found throughout the Caribbean. However, there was evidence that some candidates extracted their designs from secondary sources and reproduced them using photo reduction methods. Some of the pieces reflected the word *architecture* and ignored the heritage aspect of the theme.

Question 2

Candidates were required to produce an edition of three prints on the topic “Roots”. This was the second most popular question. There were varied interpretations of the theme. Most interpretations were literal and were based on tree roots. In some instances, the designs were hand painted. A variety of lines, shapes, textures and areas of contrast were not explored and designs lacked interesting concepts or creativity.

Question 3

Candidates were required to produce an edition of three prints on the topic “Reality and Fantasy”. This was not a popular question but it lent itself to creative interpretations. The juxtaposition of the notions of bold and thin, good and evil, beauty and ugliness, wealth and poverty were some of the more common expressions. Some of the pieces, however, were poorly executed. Candidates went as far as spray painting backgrounds of their prints. There was also little contrast between the reality and fantasy. More attention should be paid to the elements and principles of design.

Question 4

Candidates were required to produce an edition of three prints on the topic “Warrior”. This was the most popular question. Many images conveyed good levels of creative expressions represented through form and movement. The images explored comprised Japanese Anime, Gothic Conan-like warriors and traditional North American Indians. While they were skillfully rendered, they appeared as though reproduced from primary sources. Nonetheless, there were some creative interpretations where candidates did not use figures armed with traditional weapons but rather images such as competing sporting figures, events of racing and even fighting to preserve the natural environment.

Option E - 3-Dimensional Design

Some candidates had a clear understanding of the concept of 3-dimensional design. There were a few weak or poor pieces. All questions were widely explored by the candidates. In responses where candidates explored the human form, most of them were able to capture movement. Some compositions were weak because it was evident that there was little understanding of the elements and principles of design. Many of the pieces had problems with choice of materials and construction. There were several which exceeded the stipulated size dimensions.

Question 1

Candidates were required to produce a piece of work on the topic “Survival”.

This was the most popular question. However, neither the topic nor the variety of materials that could have been used were fully explored. Most responses were moderate to weak.

Question 2

Candidates were required to produce a piece of work on the topic “Conflict”.

This was the least popular question. A variety of themes and media were explored. In most instances, construction was poor. Many of the responses demonstrated a lack of skill in representing the figures in proportion. Where armatures were used they were not covered properly.

Question 3

Candidates were required to produce a piece of work on the topic “Age”. This was the second most popular question. It generated many interesting responses. Most pieces explored the human figure and face. There were, on the other hand, examples of inappropriate use of materials and pieces that were poorly constructed. The successful pieces were supported by evidence of research and an understanding of the concept requested by the examination question.

Question 4

Candidates were required to produce a piece of work on the topic “The Gathering”.

This was the third most popular question. A wide variety of ideas were explored. These included plants, harvest, church gatherings and animals feeding or gathering together. However, the pieces submitted were not well done.

Option F - Fibre Arts

Very few candidates registered for this option. Generally, the responses submitted demonstrated a lack of preparation and research.

Question 1

Candidates were required to design and produce the front panel of a circular floor cushion. The sun had to be used as the inspiration for the design. This was the third most popular question. Most of the responses failed to develop the theme of the sun or took a very literal interpretation. The designs were weak and did not respond to the circular format. The materials and techniques chosen were inappropriate and as a result, the pieces were more suitable for the Decorative Craft option. Many responses did not conform to the required dimensions. Generally, the pieces were of a low standard.

Question 2

Candidates were required to design and produce a mask for a theatrical production based on a character from local folklore. This was the second most popular question. Responses were weak because candidates again used inappropriate materials and techniques. Many of the pieces were more suitable for the Decorative Craft option. Candidates did not explore creativity, techniques or materials used. The term *folklore* was apparently not familiar to candidates as this did not come out in their research or designs. However, there were some outstanding responses which utilized wire armatures and macramé and weaving techniques.

Question 3

Candidates were required to design and produce a belt for an avant-garde fashion show to be held during Caribbean Fashion Week.

This was the most popular question. Most candidates experienced problems either with choice of materials, execution of techniques, construction or finish of the belt. A variety of media were explored. Most of the pieces which used macramé were successful. Weaving skills were weak and the coiling technique appeared to be the most challenging.

Question 4

Candidates were required to design and produce a woven panel for a screen based on the theme “Wet Lands”.

This was the least popular question. There were some very good responses. Candidates demonstrated good weaving techniques supported by good compositions. They demonstrated effective and creative use of colour showing the transition of moods in the landscapes.

Option G - Surface Decoration

Generally, the quality of work was below the required standard. The responses were very basic and did not explore a variety of surface decoration techniques. Most of the responses demonstrated a lack of competence in craftsmanship, design and originality. Where screens and blocks were used, they showed difficulty with registration of motifs and cohesion in pattern development. Responses appeared to be ‘one shot’ attempts rather than the result of thorough research and development.

Question 1

Candidates were required to design and produce a wall hanging titled “The Village Market”. This was the least popular question. Batik techniques were frequently used in response to this question. However, the execution of responses was badly done and displayed poor drawing skills. Too often embroidered areas did not necessarily enhance the batik and were minimal. Basic embroidery techniques were displayed. Also, in many instances, the wax was not removed from the fabric. Some candidates selected inappropriate materials and others did not adhere to the size stipulations.

Question 2

Candidates were required to design and produce a 1m length of fabric suitable for a vegetarian restaurant using the theme “Culturmania”. The requirements of this question appeared to have been misunderstood as the required amount of surface design techniques were not utilized. Several pieces were screen printed instead of block printed. Printing was haphazard with no continuity, cohesion or registration. The designs were weak and use of colour was poor.

Question 3

Candidates were required to design and produce a tote bag, 30 cm x 40cm to be used as a promotional item for an aquatic park. This was the second most popular question. Some responses were innovative in the basic shape of the bag before the application of the surface design techniques. However, many candidates omitted the promotional element as was required in the question. Much of the applique´ used was ready-made and pasted onto the bag. There was also indiscriminate use of glitter which did not serve to enhance the design of the piece. Additionally, many of the designs utilized two rather than three surface design techniques and the choice of materials was poor. Many designs did not include the name of the park, and the theme was not well explored.

Question 4

Candidates were required to design and produce a three-colour floor cloth for a bathroom based on the theme “Parrots”. This was by far the most popular question. Some interpretations used elements and characteristics of the parrot in creating a successful design. On the other hand, some of the pieces displayed weak printing skills with poor registration. Use of colour was also poor. It was obvious that there was little research and planning put into such designs. Several candidates concentrated on the construction of the floor cloth rather than the design.

Option H - Ceramics

Candidates’ performance on this option was very good. There were examples of great creativity and craftsmanship. There was some demonstration of successful use of techniques such as scoring, adding slip and coiling to produce properly constructed ceramic pieces. Only a few pieces were classified as weak. Although it was stipulated that photographs must accompany pieces, and that ceramic pieces must be at least bisque fired, some pieces were not fired and were presented in a very raw stage. In some instances, supporting photographs were helpful in evaluating broken pieces of work. However, in some cases no supporting photographs were submitted. Poor packaging continues to be a problem.

Question 1

Candidates were required to design and produce a container for saving coins. This was the second most popular question. Responses to this question were generally successful. Designs were well thought out and developed. In some cases though, research and preparatory studies were not evident as the pieces were either too small to hold coins or did not accommodate the removal of the coins once they were in.

Question 2

Candidates were required to design and produce a soap dish using a leaf and frog as inspiration. This was the most popular question. There was some creativity and originality expressed in the more successful pieces. Once again because of lack of research and proper planning, some of the designs were not functional. For instance, the receptacle for holding the soap was almost non-existent and there was no thought given to drainage of water in the pieces.

Question 3

Candidates were required to design and produce a salad bowl which has an animal form as its base. This was the least popular question. The animal was incorporated into the design but it was poorly done. The decorative techniques were in many instances ignored. A variety of techniques were not explored. The responses ranged from moderate to weak.

Question 4

Candidates were required to design and produce four tiles to be used in the bathroom of an international spa based on the theme “Orchids”. This was the third most popular question but the responses were the least successful. Responses again demonstrated a lack of research, preparation and a basic understanding of the requirements of the question. There were instances where candidates used incised instead of relief technique as specified. There were also uneven slabs and, in some cases, thin slabs warped when fired. It was apparent that some candidates did not know what an orchid looked like.

Option I – Leathercraft

The leathercraft pieces did not demonstrate mastery of some techniques used. The responses showed poor bevelling technique and use of tools to create background texture. While some lacing techniques were excellent, many candidates needed to demonstrate proper joining techniques, neatness and good finish on the pieces submitted.

Question 1

Candidates were required to design and produce an evening bag with a flap, handle and fastener using the theme “Night Sky”. This was the second most popular question. In general, the theme and the dimensions were adhered to. Many bags were incomplete, especially those which utilized the lacing technique. It was observed that in many instances inappropriate leather was used, and this did not allow for efficient bevelling and modelling of the images.

Question 2

Candidates were required to design and produce a sun visor to be worn at the “Region Cup” cricket tournament. This was the third most popular question. In many instances, the incorporation of two different colour leathers was ignored. The construction of the visors was poor as many had no peak. There were also obvious challenges in attaching the visor to the headband. There was inconsistency in the use of the stamping technique which demonstrated lack of technical knowledge of the art form.

Question 3

Candidates were required to design and produce a menu cover for the “Hot Pot” vegetarian restaurant. This was the most popular question. In general, the dimensions were adhered to. The more successful responses demonstrated variety in colour and texture achieved through stamping, painting and appliqué. One glaring negative was the misspelling of the words *vegetarian* and *restaurant*. There were obvious difficulties with the use of tools for some techniques. Many candidates did not fulfill the requirements for the number of techniques to be used in the design.

Question 4

Candidates were required to design and produce a 3-dimensional centre piece for an entrance table based on the theme “The Bird in Flight”. This was the least popular question. Most candidates who opted to do this question created a cylindrical form after having done some tooling on the leather. A few candidates attempted to create the three dimension form of a bird in flight. Craftsmanship was poor in most cases. In one case, staples were used to hold the pieces of leather together in assembling the bird which was obviously unacceptable.

Option J - Decorative Craft

Most of the work presented was damaged due to poor packaging. The most affected response due to poor packaging was Question 3. There was a wide range of responses to the questions in this option. More attention should, however, be paid to the construction of the pieces and the selection of appropriate materials. Candidates should ensure that they stick to the stipulated dimensions and do thorough research and preparation.

Question 1

Candidates were required to design and produce a wall hanging using architecture as inspiration. This was the third most popular question. The designs varied from realistic to slight abstraction. Some of the more successful pieces were in high relief. However, while some concepts were well thought out, original craftsmanship was of some concern.

Preparatory work was lacking in some of the designs.

Question 2

Candidates were required to design and produce a lamp base using a bottle and based on the theme "Under Water".

This was the most popular question. There were some outstanding responses. The designs were original and craftsmanship was good. Unfortunately, there were instances where the bottle was used more as a part of an assemblage, instead of a base to support the theme. The use of papier mache´ was popular. While the attempts to explore this sculptural technique were welcomed, craftsmanship was often compromised. In some instances, candidates used computer-generated images and pictures from magazines. Although this was acceptable, they should have been cut in a more free form, organic fashion instead of with straight edges and geometric shapes.

Question 3

Candidates were required to design and produce a model of a village using boxes and other materials. This was the least popular question. There were some successful pieces, where candidates made use of a variety of natural and man-made materials to present a realistic landscape. The pieces were sturdy and well constructed. In other responses, many of the pieces that were produced were lacking in the areas of craftsmanship and use of appropriate materials.

Question 4

Candidates were required to design and produce an elaborate neckpiece and a bracelet to be worn by an Egyptian princess in a theatrical production. This was the second most popular question. There were some successful responses which demonstrated evidence of research in the design, use of colour and other design elements. In the less successful pieces, there was little evidence that any research was done and the operative words in the question namely, *Egyptian*, *elaborate*, and *theatrical production* were partially or totally ignored. The construction of the pieces was very weak, the designs poor and inappropriate materials were used. Many candidates elected to string beads which was not original and did not respond to the requirements of the question.

Illustrated Papers

Generally, the papers were well done. There was an overall improvement in the papers presented. Legibility was fairly good but where the computer was used candidates continue to use inappropriate lettering styles. Some fonts are more difficult to read than others. Some of the works showed good organization of visual materials.

On the other hand, some of the titles of the papers suggest that the candidates did not fully understand how to select their topics and how to identify what makes a topic relevant. Teachers need to introduce students to project writing and research at an earlier stage in school in order to develop their level of expression and writing skills. Field trips and critiques will expose students to the work of other artists and develop knowledge of the language of art.

Additionally, some of the content of the papers were of a low standard. Candidates need assistance in doing quality research to allow them to develop and expand the topics that they select to explore. As much as possible, candidates should conduct interviews instead of cutting and pasting information directly from the Internet. Candidates continue to gather booklets, journals and flyers on various artists and glue them directly to their papers.

Candidates should be taught the skills of description, interpretation, analysis and evaluation to be able to effectively critique works of art. More attention needs to be paid to the decorative content of the paper. Most of the photographs and illustrations were adequate, but there is room for improvement.