

General Information

1. Duration : 2 double lesson + 1 single lesson / week
2. No. of students : 25 in maximum
3. Medium of instruction : English
4. Venue : 214 + 207

Part 1: External Assessment

(1) Introduction

The public assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4—6) Visual Arts jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. Candidates have to refer to the Guide for the knowledge, understanding, skills etc. they are required to demonstrate in the assessment.

(2) Assessment Objectives

- a) The objectives of the public examination include the assessment of students' ability to:
 - analyze, interpret and evaluate artwork in writing;
 - relate their critical responses to artwork with their own art making;
 - select and manipulate visual language, media, materials, tools and techniques appropriate for the creative expression and communication of a topic/theme or for solving a particular problem.
- b) The objectives of SBA include the assessment of candidates' ability to:
 - generate ideas through observation, experience, imagination, technology and other skills;
 - develop themes of personal feelings or ideas, or social-related issues or ideas for problem solving through identifying, selecting and organizing primary and secondary resources;
 - analyse, interpret and make critical judgment of artwork/art phenomena showing understanding of form, purpose, meaning and context in writing;
 - transform and integrate experiences, knowledge and perspectives constructed from art appreciation and criticism, and other areas into art making practice;
 - explore, select and manipulate appropriate visual language, media, materials, tools, skills, techniques and imagery for creative expression and communication of a theme or for the solving of a particular problem;
 - continuously reflect on, respond to and evaluate their own and others' practice and work, and consequently modify their own work.

(3) Mode of Assessment

The public assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

Component		Weighting	Duration
Public Examination	Choose either Paper 1 or Paper 2. Paper 1- Visual presentation of a theme Paper 2- Design Each paper is divided into two parts: Part A 10% Part B 40%	50%	4 hours
School-based Assessment (SBA)	Submit ONE portfolios which should consist of: (a) Research workbook (20%) (b) Artwork/Critical studies (30%)	50%	F.4 to F.6

(4) Public Examination

Paper 1: Visual Presentation of a Theme

Students are required to work in two dimensions in any media, style or technique, choosing one question from the five given, and to work on the following two parts:

Part A	Art Appreciation and Criticism ♦ Write a critical appreciation of the reproductions of artwork provided.	45 minutes
Part B	Visual Arts Making ♦ Create a piece of artwork to present a theme and present an artist's statement (not less than 50 words) in response to the relationship between the practical work and the appreciation of artwork. ♦ The practical work and the artist's statement will be assessed as a whole.	3 hours & 15 minutes

Remarks :

The theme(s) are deliberately broad, giving students as much freedom as possible for their interpretation. This examination paper will assess students' understanding and appreciation of artwork and artistic visual presentation of a theme.

Paper 2: Design

Students are required to design in any media, style or technique choosing one question from the five given, and to work on the following two parts:

Part A	Design Appreciation and Criticism ♦ Write a critical appreciation of the reproductions of artwork provided.	45 minutes
Part B	Design ♦ Solve design problem(s) and present a designer's statement (not less than 50 words) in response to the relationship between the practical work and the appreciation of design(s). ♦ The practical work and the designer's statement will be assessed as a whole.	3 hours & 15 minutes

Remarks :

Examples of problems set might be a poster, a greeting card, signage, stationery, a book, a journal, packaging, a toy, fashion and accessory, etc. This examination paper will assess students' understanding of design and their ability to solve given design problem(s) in any innovative way.

(5) School Based Assessment (SBA)

- ♦ SBA is compulsory for all school candidates. Candidates will be assessed by portfolios, which enable the assessment of candidates' sustained work and provide a more comprehensive picture of their performance throughout the period of study.
- ♦ The SBA should assess students' abilities to:
 - ✧ generate ideas through observation, experience, imagination, technology and other skills;
 - ✧ develop themes of personal feelings or ideas, or social-related issues or ideas for problem solving through identifying, selecting and organising primary and secondary sources
 - ✧ analyse, interpret and make critical judgement of artwork/art phenomena showing an understanding of forms, purposes, meanings and contexts in writing;
 - ✧ transform and integrate experience, knowledge and perspectives constructed from art appreciation and criticism, and learning of other areas into art making practices;
 - ✧ explore, select and manipulate appropriate visual language, media, materials, tools, skills, techniques and imageries for creative expression and communication of a theme, or solving of a particular problem; and
 - ✧ continuously reflect on, respond to and evaluate their own and others' practice and work, and consequently modify their own work.

(6) SBA Requirements

- ✧ Students' performances in portfolios will be assessed internally by subject teachers. A student must submit 2 portfolios.
- ✧ **Each portfolio consists of** two components, a Research Workbook and 3 pieces of work (Artworks/Critical Studies), and will be assessed based on the assessment criteria and rubrics specified.
- ✧ The two portfolios should be developed during S5 and S6 and must be completed and submitted to the school teacher for internal assessment towards the end of S.5 and S.6 respectively. Schools will submit these marks to the HKEAA at the end of S.5 and S.6 respectively in accordance with the mark submission schedule for all subjects.

Students are required to submit ONE portfolios, each of which should consist of:

(a) Research Workbook

(b) Artwork/Critical studies

Remarks: The detailed requirements, regulations, assessment criteria and guidelines will be provided in the SBA Handbook for HKDSE Visual Arts published by the Hong Kong Examinations and Assessment Authority.

(7) Guidelines on Building a Portfolio

- ✧ Students should be encouraged to pursue their own themes (e.g. drawn from their personal concerns, concerns of the professional and artistic community, social issues, etc.) and acquire experience of artwork or objects in their research process.
- ✧ Visual and textual materials relevant to the theme(s) should be accompanied by an explanation or critical comment.
- ✧ Artwork may combine several techniques and any media, and teachers should discuss the choice of media and technique with students and help them to discover their individual strengths.
- ✧ Art appreciation and research process should reflect students' actual progress of work and therefore should be constructed during the portfolio-building process. The authentic research process should be submitted and enable the teacher or examiner to identify the students' personal progress throughout the course.
- ✧ Sources of information must be acknowledged.

(8) Visual Arts genres : Teacher Assessment Scheme (SBA) for Portfolio

Students may choose from the following category in order to complete the portfolio:

Category	Remarks / Notes
Drawing	<ul style="list-style-type: none"> ♦ Must be different in nature from the drawing examination papers (i.e. Papers 1/2) chosen by a candidate for his/her CE Visual Arts Exam ♦ e.g. landscape or other still life drawing
Painting	♦ In any kind of medium (poster colour, acrylic, oil pastel, pastel ...etc)
Print-making	♦ Any kind of printing methods
Relief-making	♦ Any kind of relief making methods: plaster/ copper/ ceramics...
Photography	♦ Digital or traditional
Mixed Media	♦ Any kind of materials and methods
Sculpture, Ceramics, 3D design, Installation Art	♦ All 3D works of art must be presented in photographs and must be mounted for future inspection by the HKEAA
2D design	♦ Poster design, including Computer Aided Design
Calligraphy	♦ Chinese Calligraphy/Western Calligraphy
Design	♦ Fashion Design / Interior Design / Publishing Design / Packaging Design
Critical Art Study	<ul style="list-style-type: none"> ♦ Including Art and Design Critiques, Comparison of Art Works/Artists, Design Works/Designers, Art & Design Styles of different periods in Art History ♦ Different assessment criteria will be used
Cartooning, Caricature	♦ Cartoon / Comics /Illustration
Animation, Multi Media	♦ Web-page design

Note: Students should not be limited to a narrow and slavish reproduction of a piece of artwork and deprived of the opportunity to develop their own creative imagination or problem-solving skills.

Part 2: Internal Assessment

(1) Guiding principles:

- ✧ Internal assessment practices should be aligned with curriculum planning, teaching progression, student abilities and local school contexts. The information collected will help to motivate, promote and monitor student learning, and will also help teachers to find ways of promoting more effective learning and teaching.
 - (1) Alignment with the learning objectives
 - (2) Catering for learner diversity
 - (3) Tracking progress over time
 - (4) Timely and encouraging feedback
 - (5) Making reference to the school's context
 - (6) Making reference to current progress in student learning
 - (7) Feedback from peers and from the students themselves
 - (8) Appropriate use of assessment information to provide feedback

(2) Internal assessment practices

- ✧ A range of assessment practices, such as class performance, portfolios, and tests/examinations will be used to promote the attainment of the various learning outcomes in art appreciation and criticism, and art making. These practices would be an integral part of learning and teaching, not “add-on” activities.
 - (1) Daily performance
 - (2) Art Making Exercises
 - (3) Tests/Examinations

(3) Internal Examination

General information :

- ✧ Examination will take place according to the school calendar.
- ✧ The format will follow the public examination.
- ✧ Students are required to bring their own tools and materials.
- ✧ No optional papers will be offered.
- ✧ The examination papers should be set according to the schedule of Academic Department by the teacher-in-charge.
- ✧ The materials should be ready at least 1 week before the exam takes place.
- ✧ Details of the internal examination:

Class	Exam	Exam Content	Duration	Venue
F.4	1 st term exam	Drawing Examination	30 min	Art Room
			2hr 30 min	
	2 nd term exam	Part A: Art Appreciation & Criticism	30 min	
		Part B: Visual Arts Presentation	2hr 30 min	
F.5	1 st term exam	Part A: Art Appreciation & Criticism	30 min	
		Part B: Visual Arts Presentation	2hr 30 min	
	2 nd term exam	Part A: Art Appreciation & Criticism	45 min	
		Part B: Visual Arts Presentation	3hr 15 min	
F.6	Mock Exam	Part A: Art Appreciation & Criticism	45 min	Hall
		Part B: Visual Arts Presentation	3hr 15 min	

~End~