

**UNIVERSITY OF MALTA**  
**SECONDARY EDUCATION CERTIFICATE**  
**SEC**

**ART**  
**May 2007**

**EXAMINERS' REPORT**

**MATRICULATION AND SECONDARY EDUCATION CERTIFICATE**  
**EXAMINATIONS BOARD**

**SEC ART  
MAY 2007 SESSION  
EXAMINERS' REPORT**

Table 1 below shows the distribution of grades for the May 2007 session.

**Table 1: Distribution of Grades – May 2007**

| <b>Grade</b>             | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>U</b> | <b>abs</b> | <b>Total</b> |
|--------------------------|----------|----------|----------|----------|----------|----------|----------|----------|------------|--------------|
| <b>Paper 1 &amp; IIA</b> | 23       | 40       | 113      | 100      | 108      |          |          | 69       | 4          | 457          |
| <b>Paper 1 &amp; IIB</b> |          |          |          | 28       | 97       | 74       | 45       | 73       | 22         | 339          |
| <b>% of Total</b>        | 23       | 40       | 113      | 128      | 205      | 74       | 45       | 142      | 26         | 796          |
| <b>% of Total</b>        | 2,9      | 5,0      | 14,2     | 16,1     | 25,8     | 9,3      | 5,7      | 17,8     | 3,3        | 100          |

**Coursework/Project**

The Coursework/Project carries 15% of the final mark. The Coursework/Project is, with the exception of private candidates, awarded by school teachers. Members of the Markers' Panel visited a number of schools in order to moderate school-based assessments.

It has been noted in the past that school-based assessments tend to be generous. While the situation seems to have improved, moderators found that marks awarded in some schools were occasionally high. Excellent results in coursework (14-15%) were, in a few occasions, not confirmed by similar results in the work carried out under examination conditions.

The best portfolios were those that presented the development of different artistic processes in a way that showed evidence of analysis, the ability to record and manipulate experiences, the ability to refine ideas by looking for alternative approaches and results, and the ability to make personal and relevant connections with the work of other artists.

As has been noted in the past, some portfolios showed little evidence of research and creativity. The poorest results were seen in schools where students are actually encouraged to produce identical portfolios, sometimes containing very similar themes painted using similar effects like brushwork, etc. In some schools, copying from pictures or producing model symmetrical patterns still seems to be encouraged. While candidates are permitted to use other images as sources in their Coursework/Project, their own work should develop these sources and respond to them in a new way. Photography can be used as a source at times, but it is also expected that students at this level can show evidence of observational skills in their own drawings and paintings.

The Markers' Panel also noted that some candidates do not distinguish between their coursework and the project. The Final Project should be clearly marked to distinguish it from the rest of the work in the portfolio.

**Paper 1**

Paper 1 carries 40% of the final mark and is divided into two options.

**Option 1a – Still Life**

This option seeks to assess whether the candidate can work from observation and render different textures and tonal effects correctly. The vast majority of candidates rendered the still life in pencil; only a few opted for colour. While a good number of drawings showed evidence of sound training in drawing, there were many candidates who could not tackle some basic aspects of the work, like shading, proportion and composition. Several candidates had difficulty in rendering the textural qualities of the small rock and/or the perspective view of the biscuit tin.

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Some of the weaker work also showed problems of composition, typically depicting all the objects as a small group at the centre of the paper.

### Option1b – The Human Figure

Few candidates attempted this option. Some improvement from past years was noted, especially in the rendering of the basic structure of the human body. Limbs, hands and feet still prove to be difficult parts to draw for many candidates.

### **Paper IIA & IIB**

Paper IIA and IIB carry 45% of the final mark.

This paper seeks to assess whether the candidate can produce imaginative work based on prior studies related to general themes provided three weeks in advance. The majority of candidates rendered this paper in colour. Some problems already noted in the past were again in evidence this year. For instance, some candidates had obviously prepared a specific work at home and reproduced it again during the examination, even though the work may have had little relation to the examination question. In fact, some of the candidates' works in IIA and IIB were out of point. While some of the posters showed a good relationship between the lettering and the imagery, others showed a very superficial understanding of basic design principles.

Many of the poorer results were obtained by candidates whose work showed evidence of problems in colour and/or drawing. Representations of human figures and other natural forms like trees were sometimes well beneath the standard expected at SEC level, while problems of perspective were evident in certain titles, such as 'Toys in a Box' (IIB).

Chairman,  
Board of Examiners,

August 2007