

612/1
ART AND DESIGN
Paper 1
2024



UGANDA NATIONAL EXAMINATIONS BOARD

Uganda Certificate of Education

ART AND DESIGN

Paper 1

Art History and Studio Technology-Theory

SCORING GUIDE

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Sample Test Items and Their Scoring Criteria for Lower Secondary Art and Design Curriculum

612/1 ART AND DESIGN

PART A: Art History (Theory)

Either:

1. During the pre-historic times, artists made a variety of artworks using different materials and tools from their environments. Their community and personal needs guided them on the kind of artworks they would produce. Their artworks would be either functional or decorative. The support pictures below show some of their works.



Fig. A

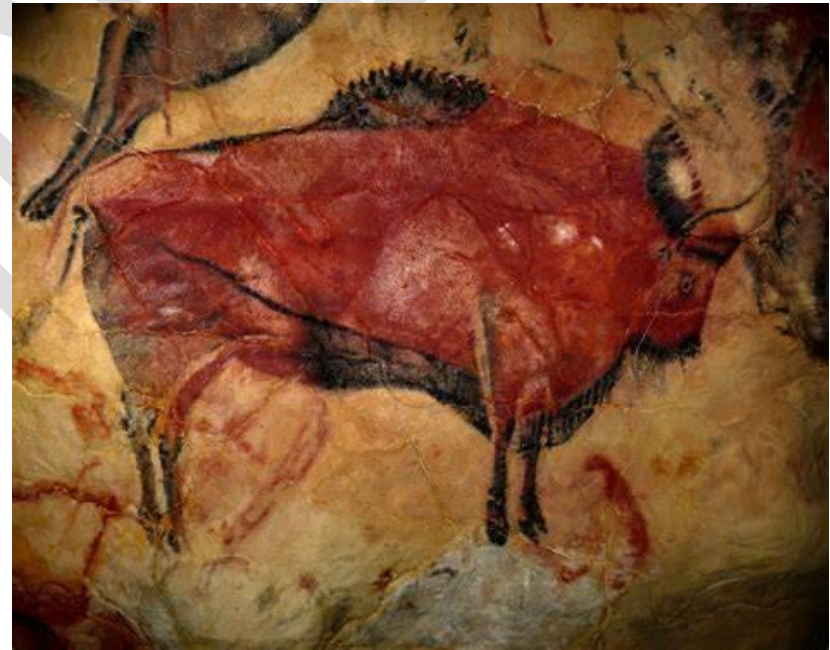


Fig. B

However, in Uganda today, some artists make artworks without necessarily using their environments. This has led to a few people appreciating art in their communities.

Task:

Produce a write-up advising Ugandan artists on how best they can make their artworks appreciated in their communities.

BASIS OF ASSESSMENT FOR THE ITEM

BASES	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA AND SCORES			
			0	1	2	3
Relevant/ Focused Introduction	<ul style="list-style-type: none"> • Interpretation of text/context • Interpretation of the support. 	<ul style="list-style-type: none"> • Brief explanation of the use of the environment and community in art production of the prehistoric period. • Identification of figures A and B as African Tribal Stool and Pre historic rock painting (Altamira in Spain) respectively. <p>Any other relevant responses</p>	Interprets neither text nor support correctly	Interprets either text or support correctly but not both.	interprets both text and support correctly.	
Appreciation/ Analysis	<ul style="list-style-type: none"> • Problem identification • Provision of a relevant solution with explanations 	<p>PROBLEMS</p> <ul style="list-style-type: none"> • Explains failure by Ugandan artists to produce artworks that address personal and community needs. • Explains failure by Ugandan artists to utilize social, cultural and material environment in art production. <p>SOLUTIONS</p> <ul style="list-style-type: none"> • Explains possible solutions to the problems identified namely; - Conducting research on personal 	Not able to identify, provide a relevant solution or does not write anything	Identifies a problem but is not able to suggest a solution or provides a solution without identifying a problem.	Identifies a problem, suggests a solution but does not explain	Identifies a problem and provides relevant solutions through explanation

BASES	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA AND SCORES			
			0	1	2	3
		<p>and community needs.</p> <ul style="list-style-type: none"> - Utilizing materials and tools readily available from their environments. - - Adopting both traditional and emerging technology. - Adopting environmentally friendly practices in art production. - Promoting through avenues like exhibitions, symposiums, show casing artworks. - Developing and producing literature about their art. - Training/Skilling others. - Producing more functional art relevant to the community. <p>Any other relevant responses</p>				
Focused/ Relevant Conclusion	A relevant summary of the write-up	A relevant summary of the problem and solutions	Does not provide a summary of a write up	writes a relevant summary of the problem and the solution generated in the write up. Writes a relevant summary of		

BASES	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA AND SCORES			
			0	1	2	3
				the problem and the solution generated in the write up; indicating a summary of the problems and the possible ways that can be used to help in appreciation of Ugandan Art.		

Or:

2. Uganda Government has received financial support from one of its development partners. The support is intended to renovate one of the sports stadiums in the country. The renovation is intended to improve on the strength and beauty of the walls of the sports facility.

Recently, the contractors who have been given this task visited the ancient buildings of Greece and Rome. They appreciated buildings which were constructed as early as the 7th Century and are still strong and attractive to date. Some of the buildings they saw are below;



Fig C.



Fig. D.

The contractors were told that architectural art keeps evolving and they now propose to borrow some of the knowledge and practice they got from the Greek and Roman buildings to improve on the strength and beauty of the stadium.

Task:

Assuming you are one of the contractors to renovate the sports stadium in Uganda, explain the architectural components you would borrow from the ancient Greek and Roman artists to beautify the walls of the sports stadium.

BASIS OF ASSESSMENT FOR THE ITEM

BASE	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA			
			0	1	2	3
Relevant/ Focused Introduction	<ul style="list-style-type: none"> • A brief introduction about ancient Greek and Roman architectural components. • Interpretation of the supports in Figures C and DS . 	<ul style="list-style-type: none"> • A brief explanation of architectural components. • Identifies ancient Greek and Roman art periods. • Identifies Fig C as the Roman Colosseum. • Identifies Fig D as Corinthian column. 	Does not give any correct response or does not write anything at all	Learner writes 1-2 correct responses in a brief coherent statement	Learner writes 3-4 correct responses (and above) in a brief coherent statement	
Appreciation and Analysis	<ul style="list-style-type: none"> • Identification of components in Greek and Roman architecture. • Explanation of the identified components. • How the 	<ul style="list-style-type: none"> • Learner identifies and explains the Doric, Corinthian, Ionic and Composite columns, Arches and Post-Lintel techniques. • Learner illustrates or gives examples of the above 	Does not identify, explain, illustrate or give any architectural components	Learner identifies, explains and or illustrates/gives examples of 1-2 architectural components or Learner only identifies or explains or	Learner identifies, explains and illustrates/gives 3-4 architectural components	Learner identifies, explains, and illustrates/gives examples of 5-6 architectural components

	ancient Greek and Roman architectural components can be used to improve the stadium (Showing linkage)	<p>components.</p> <ul style="list-style-type: none"> Links the ancient Greek and Roman architectural components to the improvement of the stadium 		illustrates/gives 1-2 examples of architectural components		
Relevant/Focused Conclusion	Relevant conclusion about the ancient Greek and Roman architectural components and how they can improve on the wall of the stadium.	Learner gives a summary of the write up on the architectural components and how they can improve the wall of the stadium.	Learner does not provide a summary of the write up or writes nothing about the architectural components that can be used to enhance the strength of the walls of the stadium and its beauty.	Learner gives a relevant summary of the write up on the architectural components and how they can improve the walls and the beauty of the stadium in Uganda.		

PART B: Studio Technology (Theory)

Either:

3. Jacob loves art. During his leisure time, he likes visiting art galleries and craft shops. One time he bought these two pieces below from one of the Art galleries he visited.



Fig. E

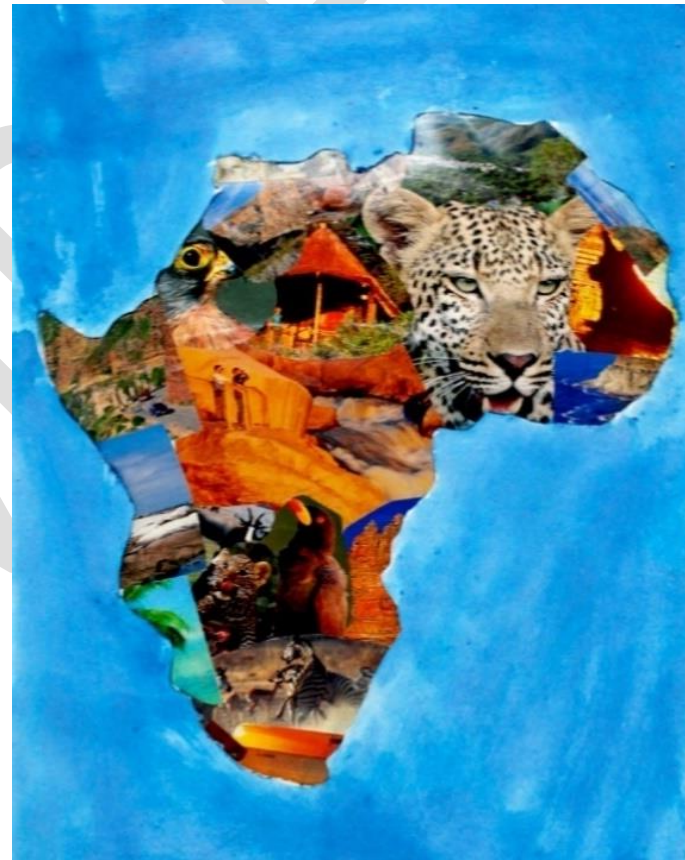


Fig. F

When he reached, home he hanged the two pieces in his sitting room. His children got excited about these artworks and they requested him to explain how the artworks are produced and the purpose they serve. Unfortunately, Jacob could not explain to his children and therefore had to look for help from someone else.

Task:

If Jacob selected you, explain in writing to his children what is required and how to produce anyone (either **Fig. E** or **Fig. F**) of the artworks above and their purpose.

BASIS OF ASSESSMENT FOR THE ITEM

BASE	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA			
			0	1	2	3
Focused/Relevant Introduction	<ul style="list-style-type: none"> • Interpretation of message in text correctly • Interpretation of the support 	<ul style="list-style-type: none"> • Interpretation of the text/context as a mosaic or collage. • Interpretation of Fig E as a mosaic • Interpretation of Fig F as a collage. 	Incorrect interpretation of text /context as not being a mosaic or wrong interpretation of Fig E as not being a mosaic or incorrect interpretation of Fig F as not being a collage	Learner correctly interprets text/context as a mosaic or collage or interprets Fig E as a mosaic, or interprets Fig F as a collage		
Materials And Tools	Identifies and explains the necessary materials and tools	<p>Fig. E – Mosaic Materials</p> <p>Fibres, coloured glass, coloured paper, adhesives/glue, support/hard surface</p>	Does not explain or illustrate any material or tool used in either Mosaic or Collage artwork.	Explains and illustrates at least one tool or one material used in either Mosaic or Collage artwork.	Learner explains and illustrates one material and one tool	Learner explains and illustrates not more than 2 materials and two tools required in the production of either a

BASE	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA			
			0	1	2	3
		<p>Tools</p> <p>Cutters, Scissors, Gloves, Razorblades, Pencils, Pens.</p> <p>Fig. F – Collage</p> <p>Materials</p> <p>Paper, Fibres, Seeds, Glass, Photos, Paints, Fabric etc.</p> <p>Tools</p> <p>Pliers, Cutters, Gloves, Scissors, Pencils, Pens, Brushes, Pins, Nails etc.</p>				Mosaic or a Collage
Elements of Art	Explains the use of elements in the artwork.	<p>Elements:</p> <p>Space, line, shape, colour</p>	Learner does not explain any element	Learner explains 1-2 elements	Learner explains 3-4 elements	Learner explains the use of more than 4 elements in the production of either a Mosaic or a Collage
Principles of Art	Explains the use of PRINCIPLES	<p>Principles:</p> <p>Variety, balance, contrast, pattern, rhythm, harmony,</p>	Does not explain any principle	Explains 1-2 principles	Explains 3-4 principles	Explains more than 4 principles in the production

BASE	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA			
			0	1	2	3
	in the artwork.	variety.				of either a Mosaic or a Collage.
Techniques/ Processes	Explains the process followed in the production of the artwork	<p>Concept development</p> <p>Preparation of materials and tools</p> <p>Trialing (sketches)</p> <p>Transfer of sketches onto a support (hard surface)</p> <p>Application of materials (tesserae) onto the surface</p> <p>Finishing</p>	Does not explain any of the steps	Explains 1-2 steps in chronological order OR explains 2 or more steps in no chronological order	Explains 3-4 steps in chronological order	Explains 5-6 steps in chronological order
Purpose/ Use/ Function	Explains the importance/use/functions of the artwork	<p>Explanations about the use/functions/ importance of the specific artwork (Fig. E or Fig. F)</p> <p>Decoration, income generation/employment, communication, study purpose, cultural preservation, tourism attraction</p>	Does not explain any functions of the art work	Explains 1-2 functions of the art work	Explains 3-4 functions of the art work	Explains 5 functions of the art work (and above)
Focused/ Relevant Conclusion	Writes a focused summary on correct interpretation, materials and tools, elements	A summary of the write up of either (Fig. E or Fig. F).	Does not write a focused summary	Writes a focused summary		

BASE	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA			
			0	1	2	3
	and principles, process and purpose.					

Or:

- In my village there is a man who was raised in the family of artists. Much as he was not trained at school, his love for art created him full time employment and that is how he has been able to earn a living. He has produced a number of artworks.
And below is one of his artworks;



Fig. G

The approaches in his artworks are unique and original and have helped him to be recognized at both national and international levels.

Recently, he was selected to represent Ugandan artists at the world artists' conference. But, he is disadvantaged because he cannot read or write.

Task:

As a student of art and one of his admirers, produce a write up concerning the materials, his approach and why such artworks are produced.

BASIS OF ASSESSMENT FOR THE ITEM

BASE	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA			
			0	1	2	3
Focused/ Relevant Introduction	Correct interpretation of the text and support.	Recognizes Fig G. as a Tie and Dye piece produced by an informally trained artist.	Learner does not recognize the artwork in the text or support	Learner recognizes the artwork as a Tie and Dye in either the text or the support	Learner recognizes the artwork as a Tie and Dye in both the text and the support	
Materials And Tools	Identifies and explains the necessary materials and tools	Identifies the materials and tools used in the artwork Tools Containers, heat source scissors, Cutters, flat surface, Gloves, Razorblades, Pencils, Pens. Materials Fixatives, assorted dyes, Fabric, water, threads, raffia, rubber bands etc.	Learner does not explain or illustrate any material or tool.	Learner explains/illustrates one tool or one material	Learner explains/illustrates one material and one tool	

BASE	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA			
			0	1	2	3
Elements	Explains the use of elements in the artwork.	Elements: Space, line, shape, colour	Learner does not explain any element of tie and dye	Learner explains 1-2 elements of tie and dye	Learner explains 3-4 elements of tie and dye	Learner explains 3-4 elements required and their relevance in the production of Tie and Dye artworks.
Principles	Explains the use of principles in the artwork.	Principles: Variety, balance, contrast, pattern, rhythm, harmony, unity.	Does not explain any principle of tie and dye	Explains 1-2 principles of tie and dye	Explains 3-4 principles of tie and dye	Learner explains 3-4 principles and their relevance in the production of Tie and Dye artworks.
Techniques/Processes	Explains the process followed in the production of the artwork	Concept development Preparation of materials and tools Trialing (sketches) Manipulation of the materials Finishing (untying, drying, ironing, hemming) etc	Does not explain any of the steps followed in the production of a tie and dye art work	Explains 1-2 steps followed in the production of a tie and dye art work; in chronological order OR Explains 2 or more steps followed in the production of a tie and dye art work with no chronological order	Explains 3-4 steps followed in the production of a tie and dye art work in chronological order	Explains 5 and above steps followed in the production of a tie and dye art work in chronological order
Purpose	Explains the importance/use/functions of the	Explanations about the use/functions/importance of the artwork (tie and	Does not explain any functions of the art work	Explains 1-2 functions of the art work	Explains 3-4 functions of the art work	Learner explains 5 and above functions of the art work

BASE	INDICATORS	EXPECTED RESPONSES	SCORING CRITERIA			
			0	1	2	3
	artwork	dye); Decoration, income generation/employment, study purpose, cultural preservation, tourism, table cloth, attire etc.				
Focused/Relevant Conclusion	A summary of the write up about the artwork.	Writes a focused summary on correct interpretation, materials and tools, elements and principles, process and purpose.	Learner does not write a focused summary	Writes a summary hinting on 2 of the following: - - materials - tools - Procedure - techniques - functions of the art work	Writes a summary hinting on 5 of the following: - - materials - tools - Procedure - techniques - functions of the art work	