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# **GAUTENG DEPARTMENT OF EDUCATION**

## **VISUAL ART**

### **SCHOOL-BASED ASSESSMENT**

#### **PORTFOLIO**

**GAUTENG DEPARTMENT OF EDUCATION**

## **CONTINUOUS ASSESSMENT**

# **VISUAL ART**

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## **1. What is a portfolio?**

A portfolio is a collection of a learner's work and is determined by the Subject Assessment Guidelines (SAG).

A variety of items are organised in a certain format which will then form the learner's portfolio. It should be freely available in the classroom, so that the learners can work on it whenever they find it necessary to do so. Items, which can be included in such a portfolio, include investigation tasks, simulation tasks, small projects, tests and examinations, which are collected over a period of time and which serve a specific purpose.

Portfolios are also defined as an ongoing systematic collection of products which represent milestones in the learner's journey towards excellence. This collection includes items, which represent the whole terrain, and also shows how the learner's journey has progressed towards a specific aim.

The collection of portfolio items and from different components of the curriculum makes the portfolio an instrument for documentation and analysis, serving as a summary of the learner's progress throughout the year.

Portfolios enable the teacher to find out more about the learner as an individual, but the learners also find out more about themselves. It is a report on the learner's progress, as well as a report of that which the learner perceives to be important.

Arter and Spandel summarise the main characteristics of portfolios when they describe it as follows: "A portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress or achievement in given area(s). This collection must include student participation in selection of portfolio content, the guidelines for selection, the criteria for judging merit and evidence of student self-reflection."

It is thus emphasised that a portfolio is an arrangement of the characteristics of authentic assessment. It makes continuous assessment possible and includes a rich variety of items as evidence of that which the students know and can do.

The content of portfolios can be created within realistic contents. In addition, it can also be a reflection of the process of product development. It provides an excellent opportunity to transform assessment into a learning experience. Think of the portfolio as a mechanism whereby a story is told – a story that will communicate something about the learner to the reader.

## **2. Purpose**

The primary reasons for using portfolios as one type of authentic assessment tool include:

- assessing learner's accomplishment of learning outcomes
- assessing the quality of learner's sustained work
- allowing learners to turn their own special interests and abilities into a show-case
- encouraging the development of qualities such as pride in quality workmanship, ability to self-evaluate, and ability to accomplish meaningful tasks
- providing a collection of work learners may use in the future for college or university application and job seeking
- documenting improvement of learners' work

## **3. Assessment in Grade 12**

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for VISUAL ART (CASS) and external assessment which makes up the remaining 75% (EXAMINATION). The Programme of Assessment for VISUAL ART comprises of seven tasks which are internally assessed. The external assessment component comprises of three components: a written examination, a practical examination and a practical retrospective year-work exhibition.

Together the Programme of Assessment and the external assessment component make up the annual assessment plan for Grade 12.

The following diagram shows the annual assessment plan for VISUAL ART:

**Annual assessment plan for VISUAL ART Grade 12:**

PROGRAMME OF ASSESSMENT	EXTERNAL ASSESSMENT	
<b>SEVEN ASSESSMENT TASKS UNDERTAKEN DURING THE YEAR</b> (Terms 1,2,3 = 25% of final marks)	<b>ONE EXTERNAL ASSESSMENT TASK</b> (Term 4 = 75% of final mark)	
<b>100 marks</b>	<b>300 marks</b>	
~2 tests ~1 exam (midyear) ✓ Theory paper ✓ Practical ~3 practical integrated tasks	<b>FINAL RETROSPECTIVE EXHIBITION + SOURCE BOOKS</b>	<b>EXAMINATION</b> ~Written examination (100) ~Practical examination project (50)
<b>100 marks</b>	<b>150 marks</b>	<b>150 marks</b>
<b>FINAL MARK TOTAL = 400 MARKS</b>		

**4. Content for portfolios**

The content for portfolios for VISUAL ART is guided by the programme of assessment as stipulated in the Subject Assessment Guidelines (SAG).

The portfolio comprises:

- Two tests (first and third term)
- Two written examinations (midyear and trial)
- Three practical tasks (one per term in terms 1 , 2 and 3)

Example of an annual assessment plan for Grade 12:

Programme of Assessment		
TERM 1	TERM 2	TERM 3
TASK 1: Integrated Practical Task (50)	TASK 3: Integrated Practical Task (50)	TASK 5: Integrated Practical Task (50)
TASK 2: Test (50)	TASK 4: Midyear Examination Written (100) Practical (50)	TASK 6: Test (50)
		TASK 7: Trial examination Written (100) Practical (50)
Total (100)	Total (150)	Total (200)
<b>*Seven tasks Total = 450 Converted to 100 marks (25% of total year mark)</b>		
TERM 4 (Task 7) End-of-year Assessment		
Practical retrospective end-of-year exhibition + Source Book	Written Examination	Practical Examination
Total (150)	Total (100)	Total (50)
<b>*External Task Total = 300 (75% of total year mark)</b>		
<b>Subject total = *100 + *300 = 400 marks =100%</b>		

### 3.4.1 Programme of Assessment for Grade 12

The Programme of Assessment for Visual Arts in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two are examinations and two are tests. The remaining three tasks should consist of integrated practical tasks that involve both practical and written work and the making of artwork.

#### **Tests**

The tests in Visual Arts must be substantive in terms of time and marks, and must provide for a range of abilities and assess a range of knowledge and skills. For example, a test should last a minimum of 60 minutes and count a minimum of 50 marks. Tests should include visual culture studies and the theoretical underpinnings of design, making, management and presentation.

#### ***Integrated practical tasks culminating in the practical retrospective exhibition***

The three integrated practical tasks should include both preparatory practical and theoretical work and an artwork produced on this preparation.

A Source Book must be developed to provide evidence of the preparatory work undertaken prior to the production of an artwork. This preparatory work could include planning, preliminary sketches, research or any other written tasks required to be carried out before the artwork is produced.

## **5. Programme of Assessment in Grade 12**

### **5.1 Tests**

Two of the assessment tasks should be tests written under controlled conditions at a specified time.

**A test should last at least 60 minutes and count a minimum of 50 marks.**

Tests should include visual culture studies and the theoretical underpinnings of design, making, management and presentation.

### **5.2 Integrated Practical Tasks**

The three integrated practical tasks should include both preparatory practical and theoretical work and an artwork produced on this preparation.

A Source Book must be developed to provide evidence of the preparatory work undertaken prior to the production of an artwork. This preparatory work could include planning, preliminary sketches, research or any other written tasks required to be carried out before the artwork is produced.

Marks must be allocated to both the preparatory process recorded in the source book and the final product.

The evidence produced in the three integrated practical tasks culminates in a practical retrospective exhibition at the end of the year. The marks earned in each of the integrated practical tasks (preparation in source book and practical work) are added together to arrive at a mark out of 150.

The mark for the integrated practical tasks will be constituted and attained by the following elements which must be weighted according to the focus of the task:

- ✓ Preparatory work recorded in a Source book – investigation and generation of ideas (Learning Outcome 1 - Conceptualising)
- ✓ Presentation of the artwork undertaken (Learning Outcome 3 - Presentation)
- ✓ Making of the final artwork (Learning Outcome 2 - Making)
- ✓ Theoretical research/ recording/ writing/ reflection (Learning Outcome 4 – Visual Literacy/ Culture Studies)

### **5.3 Examinations**

Learners are expected to complete one written and practical examination for the midyear exam and one for the trial exam. This should be similar in format to the external written and practical examination.

#### **5.3.1 External assessment in Grade 12 (Fourth Term)**

The external assessment component in Grade 12 consists of three components: a practical retrospective year-work exhibition, an externally written examination and a practical examination.

#### **5.3.2 Practical Retrospective Exhibition**

The evidence produced in the three integrated practical tasks culminates in a practical retrospective exhibition at the end of the year. The mark earned in each of the integrated practical tasks (preparation in Source Book and practical work) are added together to arrive at a mark out of 150.

Note: Other shorter assessment tasks can be included if and when required. Also, Grade 11 practical year work can form part of the Grade 12 final exhibition.

The work will be assessed by the teacher and moderated in every case by a provincially appointed moderator.

### 5.3.3 Examination papers

Learners are expected to complete two examinations: one practical and the other written. The practical examination will focus on Learning Outcomes 1 to 3, while the three-hour written examination paper will focus on Learning Outcome 4.

Suggested outline for the examination papers:

<b>EXTERNAL ASSESSMENT</b>		
<b>PRACTICAL EXAMINATION</b>	Format	Learner responds to a project brief with a single theme.
	Duration	To be carried out during contact time in term 3 and 4 (minimum of 8 hours) – allowance should be made for at least ONE extended working session in this time frame.
	Mark allocation	50
	Learning Outcomes	LOs 1,2 and 3 and aspects of LO4
<b>WRITTEN EXAMINATION</b>	Format	Visual literacy: the language of art/ Critical and contextual studies
	Number of papers	1
	Duration	3 hours
	Mark allocation	100
	Learning Outcome	Mainly LO4 but also aspects of 1,2 and 3

See the Subject Assessment Guidelines for an outline of the Grade 12 examination paper.

## 6. Learner evidence portfolio

The learners' portfolio should be well planned, organised and presented in a neat manner, for example, a file. It should include the following:

- a contents page;
- a continuous moderation report;
- a declaration by the learner;
- a summary of marks;
- the assessment tasks

## **7. Teacher evidence portfolio**

It is required from the Department of Education that a teacher evidence portfolio should accompany the learner evidence portfolios. This portfolio should include the following:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks (e.g. practical tasks, tests and examination papers);
- the tools used for assessment for each task (e.g. memorandums, checklists, rubrics); and
- record sheets for each class (working mark sheets).

## **8. Evaluating portfolios**

Periodic evaluation of portfolios should be conducted at a time predetermined by the teacher and his learners. Logical times for evaluation would be at the conclusion of a project, the end of a programme or unit, term or academic year.

The teacher must make sure that every assessment task is marked and captured. Marks on the teacher's record sheets must correspond with the marks in the learners' portfolios.

Moderation of the assessment tasks should take place at three levels during the year.

LEVEL	MODERATION REQUIREMENTS
School	The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes. Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

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