Briefing Session on 2012 HKDSE Visual Arts Examination Papers

2012年中學文憑試視覺藝術科公開考試簡報會

20 & 21 Sept 2012
Programme

- Introduction of the Examination Papers
- Briefing on assessment requirements, marking criteria and general performance on Paper 1
- Break
- Briefing on assessment requirements, marking criteria and general performance on Paper 2
- Q & A
Briefing on assessment requirements, marking criteria and general performance of Candidates on Paper 1

- assessment requirements

**Part A (20 marks)**

With regard to the artwork provided, candidates are assessed on whether they can provide:

1. Precise detail in description
2. A reasonable depth of analysis
3. An in-depth interpretation and evaluation from varied perspectives
## The mark allocation of Part A

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Not Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal Description (表象描述)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Formal Analysis (形式分析)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Interpretation of Meaning (意義詮釋)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Value Judgement (價值評價)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Part B (80 marks)

Candidates are assessed on their ability to demonstrate the relationship between art criticism and appreciation, and their personal art work.

Create a piece of two-dimensional artwork using any media, form, style and technique to present a theme in response to the critical appreciation in Part A in the white cartridge paper provided. Write an artwork statement of about 50 words to explain how your work is related to your art appreciation. This section carries 80 marks.
General Marking Criteria

With reference to the application of the visual element, the articulation of art media, the technique, the visual effect and visual communication; evaluate the candidates’ ability to:

1. present the theme in a personal and creative way
2. select means of visual self-expression and determine the most appropriate method of communicating an idea, a thought, a feeling, a sentiment, etc.
3. demonstrate competence in dealing with visual elements
4. select and apply appropriate medium, techniques and processes in the execution and production of a painting.
## The mark allocation of Part B

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Not Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection and Use of Materials &amp; Techniques</strong> (媒材及技法的選擇和運用)</td>
<td>14-16</td>
<td>11-13</td>
<td>8-10</td>
<td>5-7</td>
</tr>
<tr>
<td><strong>Selection and Use of Visual Elements and Principles of Design</strong> (視覺元素及設計原理的選擇和運用)</td>
<td>14-16</td>
<td>11-13</td>
<td>8-10</td>
<td>5-7</td>
</tr>
<tr>
<td><strong>Relationship between Practical Work and Appreciation &amp; Criticism of the Artwork</strong> (創作與評賞的關係)</td>
<td>14-16</td>
<td>11-13</td>
<td>8-10</td>
<td>5-7</td>
</tr>
<tr>
<td><strong>Creativity &amp; Imagination</strong> (創意與想像力)</td>
<td>14-16</td>
<td>11-13</td>
<td>8-10</td>
<td>5-7</td>
</tr>
<tr>
<td><strong>Communication of Theme</strong> (主題傳意)</td>
<td>14-16</td>
<td>11-13</td>
<td>8-10</td>
<td>5-7</td>
</tr>
</tbody>
</table>
Note:
Candidates are required to write an artwork statement which serves to elaborate on the relationship between art criticism and appreciation, and art making. This will be taken into consideration when assessing the practical work.

☐ The marking rubrics of Part A and Part B (see appendix)
Specific Marking Criteria for Each Question
Question 1

(A) Describe, analyse and compare the forms and expressions of Plate(1) and Plate (2); interpret and evaluate these works. (20 marks)

Plate (1) Wucius Wong (王無邪). Scintillating Hong Kong Harbour (Detail). 1999. Ink and colour on paper, album, 47 x 373.6 cm.

Plate (2) Paul Klee. Highroads and Byroads. 1929. Oil on canvas, 83.7 x 67.5 cm.
There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
<table>
<thead>
<tr>
<th>Comparison</th>
<th>Wucius Wong’s <em>Scintillating Hong Kong Harbour</em> (Detail)</th>
<th>Paul Klee’s <em>Highroads and Byroads</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commonalities</strong></td>
<td>- landscape as the subject matter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- grid-like composition and use of geometrical shapes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- rich and vibrant colours that fluctuate between warm and cool hues to express landscape, city, roads and buildings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- blue brands at the top and the bottom of the picture plane to express sky, sea and river</td>
<td></td>
</tr>
<tr>
<td><strong>Differences</strong></td>
<td>- ink and brush painting</td>
<td>- oil painting</td>
</tr>
<tr>
<td></td>
<td>- more of representational style</td>
<td>- abstract representation</td>
</tr>
<tr>
<td></td>
<td>- depict more details of buildings</td>
<td>- simple depiction</td>
</tr>
<tr>
<td></td>
<td>- use of landmark buildings to express the fascinating scenery of the prosperous Victoria Harbour</td>
<td>- the use of irregular rectangular fields to express an imaginary landscape, roads, desert, water, vegetation and so on</td>
</tr>
<tr>
<td></td>
<td>- points and lines to represent the network and connection of the city</td>
<td>- the use of gradually receding vertical bands to create a sense of distance while maintaining the flatness of the composition</td>
</tr>
<tr>
<td></td>
<td>- the network composition and the scenery of Hong Kong create a visual effect of two layers</td>
<td>- express artist’s experience on the brilliant sunlight and expansiveness of the landscape</td>
</tr>
<tr>
<td></td>
<td>- reveal artist’s vision for the new era and the love of his country</td>
<td></td>
</tr>
</tbody>
</table>
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Create a piece of two-dimensional artwork based on the theme “Flowing Scenery”.  
(80 marks)

1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme
General performance of candidates
(Paper 1, Question 1)

- 11.8% of students attempted this question. The mark range of this question is 167-27 (Max mark 200).
- The Performance was fair in general.
- Some of the candidates painted in an abstract style, using lines and swirling images to express the feeling of ‘moving’.
- Some candidates could not interpreting or elaborating on this theme. The interpretation of the theme was literal and unimaginative. Students demonstrate how their art-making is related and transfer from the art appreciation & criticism through artwork statement and which help assessors to understand their intention.
Question 2

(A) Both Plate (3) and Plate (4) employ special spatial expressions. Describe, analyse and compare the forms and expressions of the two plates; interpret and evaluate these works. (20 marks)

Plate (3) Torsten Slama. Medizinfabrik (Medicine factory). 2003. Coloured pencil and pencil on paper, 59 x 41.6 cm.

There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
Comparison | Torsten Slama’s Medizinfabrik | Guy Billout’s Canyon
--- | --- | ---
**Commonalities** | - Surrealistic style  
- use our environment and space as subject matter  
- express strong sense of emptiness of our surroundings and alienation between human beings and our environment  
- express ‘something is not quite right’ in our space and the environment ironically |  

**Differences** | - coloured pencil and pencil on paper  
- integrating of the styles of Chinese painting and Western painting  
- scattered view point  
- emphasis the gap between nature and results of industrialization  
- use of warm hues, but able to express a sense of emptiness and alienation  
- clash between the nature and pollution from industrialization to express ‘something is not quite right in our environment’ | - illustration  
- application of long straight lines and one point (linear) perspective to depict an expansive space with deep abyss and tall rampart  
- street scene resembling vast landscape like the Canyon through composition and use of sand-yellow colour  
- great tonal contrast, and heavy dark shadow to depict the indefinite depth of the abyss between buildings  
- the picture plane is demonated by densely placed high-rise buildings with black windows. A rider looking down hesitatingly to the edge of an abyss between the bare buildings. Use of this dramatic scene to express ‘something is not quite right in our environment’
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Create a piece of two-dimensional artwork based on the theme “Infinite Space”. (80 marks)

1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme
General performance of candidates
(Paper 1, Question 2)

- 9.1% of students attempted this question. The mark range of this question is 172 to 27.
- The Performance was satisfactory in general.
- Candidates demonstrated varied expression of colour, line, composition and perspective.
- Most candidates depicted an endless spiral form in deep space. However, some candidates could not manipulate spatial expression, resulting in flat and boring pictures.
Question 3

(A) Both Plate (5) and Plate (6) use people and horses as the subject matter. Describe, analyse and compare the forms and expressions of the sculptures in the two plates; interpret and evaluate these works. (20 marks)


There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
<table>
<thead>
<tr>
<th>Comparison</th>
<th>A Horse Stepping on a Xiongnu</th>
<th>Marini Marino’s Rider</th>
</tr>
</thead>
</table>
| **Commonalities** | • human and horse as subject matter  
   • express the emotion and body gesture of a human and a horse  
   • dynamic construction | |
| **Differences** | • stone carving  
   • life-size  
   • a crude but lifely sculpture  
   • expression of an imposing horse stepping on a Xiongnu who is struggling desperately  
   • a bold and unified work  
   • a brilliant technique was executed in its composition: to place the Xiongnu under the horse to give support of the whole sculpture  
   • to commemorate national hero in his strike against foreign attack | • bronze casting  
   • reduced size and elongated form  
   • simplified and abstract form; the strained horse’s head has been reduced to an oval form; the rider leans back on the horse; his hands and feet disappear into points  
   • the general interpretation is that – the human figure representing extreme happiness and at the same time tragedy, the horse representing nature’s unrestrained forces |
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Create a piece of two-dimensional artwork based on the theme “My Pet and I”. (80 marks)

1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme
General performance of candidates  
(Paper 1, Question 3)

- 6% of students attempted this question. The mark range of this question is 154 to 42.
- The Performance was fair in general.
- Most candidates used colourful animals to convey the meaning of the pet.
- However, some of the candidates failed to express the theme, they had difficulty in presenting the relationship between the pet and I.
- Some candidates’ works totally deviated from the theme of the question.
(A) Describe, analyse and compare the forms and expressions of Plate (7) and Plate (8); interpret and evaluate these works. (20 marks)

Plate (7) Eugène Delacroix. Liberty Leading the People. 1830. Oil on canvas, 260 x 325 cm.

Plate (8) Jie Duoqi (桔多淇). The Vegetable Museum – Liberty Leading the Vegetables. 2008. Photograph, 120 x 166 cm.
There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
<table>
<thead>
<tr>
<th>Comparison</th>
<th>Eugène Delacroix’s Liberty Leading the People.</th>
<th>Ju Duoqi’s The Vegetable Museum – Liberty Leading the Vegetables</th>
</tr>
</thead>
</table>
| **Commonalities** | ▪ both works have similar composition  
▪ figures are organized in a triangular composition  
▪ gather around the main figure  
▪ use of vibrant, blazing colours and great tonal contrasts to create a sense of motion and emotional effect | |
| **Differences** | ▪ oil painting  
▪ historical event as subject matter  
▪ main figures include different classes: Godness of Liberty, intellectual, workers and youth pursuing for freedom  
▪ Godness of Liberty stands at the centre holding the tricolour French flag which symbolizes freedom, equity and democracy  
▪ use of warm and cool hue, sharp tonal contrast in the background to create a sense of motion and an atmosphere of rebellious  
▪ depict the romantic fervour and real scene of an historical event to express the demand for freedom, equality and political reform | ▪ photography of various sorts real vegetables which are organized in a composition with resemblance to a famous painting  
▪ use other media and technique to re-interpret an old famous painting  
▪ use of blazing hue in the background to create a sense of motion and sensational effect |
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Create a piece of two-dimensional artwork based on the theme “Freedom and Restriction”. (80 marks)

1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme
General performance of candidates
(Paper 1, Question 4)

- 24.6% of students attempted this question. The mark range of this question is 172 to 4.
- The Performance was good in general.
- Some candidates painted in a surrealistic style to express the theme.
- Some of the candidates failed to express the theme effectively. They had difficulty in presenting the relationship and contrast between freedom and restriction.
- Some candidates could creatively deconstruct and recompose clearly the objects from their surroundings and express the theme.
Question 5

(A) Describe, analyse and compare the forms and expressions of Plate (9) and Plate (10); interpret and evaluate these works. (20 marks)


Plate (10) Marc Chagall. The Birthday. 1915. Oil on cardboard, 80.5 x 99.5 cm.
There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
<table>
<thead>
<tr>
<th>Comparison</th>
<th>Weng Fen’s Sitting on a Wall</th>
<th>Marc Chagall’s The Birthday</th>
</tr>
</thead>
</table>
| Commonalities | ▪ people’s inner emotion as subject matter  
▪ pursuit of a dream | |
| Differences | ▪ live photo  
▪ express a sense of loneliness in space  
▪ the figure is sitting with her back facing the viewer and drawing viewer’s attention into the city scene.  
▪ the rural scene in the foreground have a strong contrast with the prosperous city  
▪ the expression of desire to have leading flamboyant city life  
▪ the expression of human’s struggling to choose different paths: urban vs rural, poor vs rich, ideal vs reality | ▪ oil painting  
▪ rich composition  
▪ surrealist style, off-proportion figures and postures  
▪ flowing in the air with the lover holding a bunch of flowers, the expression of love  
▪ depict the happiness of family life  
▪ use of vibrant colours to depict household furniture and pay detailed attention to the pattern of furnishing  
▪ express the figures’ love, happy and warm family life |
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Create a piece of two-dimensional artwork based on the theme “I have a dream”. (80 marks)

1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme
General performance of candidates
(Paper 1, Question 5)

- 48.5% of students attempted this question. The mark range of this question is 177 to 0.
- The Performance was good in general.
- Most candidates were able to state the details of Mar Chagall’s Birthday.
- However, a significant number of candidates could not make valid comparisons between the artworks.
- Most of the candidates used a realistic style to express their response to the theme.
- Some candidates demonstrated imagination in transforming the images into unrealistic dream scenes.
- Some candidates left out the element of the ‘dream’ and just painted a scene without contextualizing.
Overall performance in Paper 1

- Candidates were familiar with the written presentation on critical appreciation of artwork.
- Most candidates were able to combine different relevant foci, and identify their relationships in Literal Description.
- Candidates were able to provide certain interpretations of meaning towards forms of expression.
- Some students provided multiple interpretations of meaning and recognition of embedded messages in the artwork of a particular context.
- However, some candidates only responded to one or two criteria in this part.
- In-depth interpretation on particular perspectives was scanty.
- It was noted that many candidates did not comment on the value judgement of the artwork.
Overall performance in Paper 1

- It is encouraging to see a variety of styles and media in this paper.
- The paper provided enough space for interpretation in terms of content, composition and colour.
- Some candidates had difficulty in choosing appropriate imagery to express the theme in the question.
- Some of the works showed that the candidates just copied the paintings provided for art criticism in part A, without considering the content of the chosen theme.
- There was a difference in the level of difficulty in interpreting and presenting the ideas in the five questions.
Break
Briefing on assessment requirements, marking criteria and general performance of Candidates on Paper 2

- assessment requirements

Part A (20 marks)

With regard to the artwork provided, candidates are assessed on whether they can provide:

1. Precise detail in description
2. A reasonable depth of analysis
3. An in-depth interpretation and evaluation from varied perspectives
The mark allocation of Part A

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Performance</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Not Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal Description (表象描述)</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Formal Analysis (形式分析)</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Interpretation of Meaning (意義詮釋)</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Value Judgement (價值評価)</td>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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Part B (80 marks)

Candidates are assessed on their ability to demonstrate the relationship between art criticism and appreciation, and their personal art work.

Create a piece of two-dimensional artwork using any media, form, style and technique to present a theme in response to the critical appreciation in Part A in the white cartridge paper provided. Write an artwork statement of about 50 words to explain how your work is related to your art appreciation. This section carries 80 marks.
General marking guidelines:

With reference to the application of the visual element, the articulation of art media, technique, visual effect, idea development and design principles, evaluate the candidates' ability in the following areas:

1. Solving design problems
   The extent to which the candidate successfully proposes feasible solutions for a given problem, and is able to develop design concepts which convey the ideas of a theme.

2. Presenting ideas by using media, material and technique
   The extent to which the candidate is able successfully to apply the appropriate media, technique, and visual style to present the solution proposed.

3. Understanding and organization
   The extent to which the candidate is able successfully to apply appropriate visual elements such as colour, pattern, texture, shape, form; and design principles such as contrast, rhythm, balance and emphasis.

4. Communication
   The extent to which the candidate is able convincingly to convey a theme.

5. Meeting design requirements
   The extent to which the candidate is able successfully to create a design that meets specific size, measurement and other requirements of the question;

6. Demonstrating originality
   The extent to which the candidate is able to successfully convey design ideas which are original and creative.
### The mark allocation of Part B

<table>
<thead>
<tr>
<th>Marking Criteria</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Selection and Use of Materials &amp; Techniques (媒材及技法的選擇和運用)</td>
<td>14-16</td>
</tr>
<tr>
<td>Selection and Use of Visual Elements and Principles of Design (視覺元素及設計原理的選擇和運用)</td>
<td>14-16</td>
</tr>
<tr>
<td>Relationship between Practical Work and Appreciation &amp; Criticism of the Artwork (創作與評賞的關係)</td>
<td>14-16</td>
</tr>
<tr>
<td>Creativity &amp; Imagination (創意與想像力)</td>
<td>14-16</td>
</tr>
<tr>
<td>Communication of Theme (主題傳意)</td>
<td>14-16</td>
</tr>
</tbody>
</table>
**Note:**

Candidates are required to write an artwork statement which serves to elaborate on the relationship between art criticism and appreciation, and art making. This will be taken into consideration when assessing the practical work.

- The marking rubrics of Part A and Part B (see appendix)
Specific Marking Criteria for Each Question For Paper 2
Question 1

(A) Describe, compare and analyse Plate (1) and Plate (2) with respect to the design concepts, the visual and communication effects of the two logos, and evaluate these works. (20 marks)

Plate (1)  Air China

Plate (2)  Standard Chartered Bank
There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
<table>
<thead>
<tr>
<th>Comparison</th>
<th>Logo of Air China</th>
<th>Logo of Standard Chartered Bank</th>
</tr>
</thead>
</table>
| **Commonalities** | ▪ logo has used simple graphics and vivid colours with an aim to let the viewer easily recognize the appearance of that logo and create a deep impression.  
▪ flowing lines has been used to create a lively feeling  
▪ both organization are service-providing commercial firms  
▪ both logos have incorporated Chinese culture elements in the design | |
| **Differences** | ▪ **Image**: bird  
▪ **Colour**: red only  
▪ **Meaning**: the bird symbolizes flying and its related to the business of airline company | ▪ **Image**: including both the Chinese character “多” and the prefix of bank’s name “S” and “C”  
▪ **Colour**: two different tones for green and blue are used  
▪ **Meaning**: “多” representing wealth in Chinese culture and the use of English letter shows the mix of Chinese and Western culture |
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Design a signage for a furniture shop, “Oriental Furniture” (東方傢具).

The design should include:

- The shop name (in both Chinese and English) and the logo
- The size of the sign should be 50 cm (W) x 25 cm (H)

The signage is to be placed as indicated in the picture below.
1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme

Focus:
-- Application of design on a large scale format and its visual effect.
-- Elaboration of a concept and design characteristics.
General performance of candidates
(Paper 2, Question 1)

- 20.6% of students attempted this question. The mark range of this question is 175 to 15.
- Most candidates only designed the typography for ‘Oriental Furniture’ and put it on the signage, without considering the location to place the signage and the target customer of the shop.
- Although the question appeared to be direct and easy, the overall performance was fair.
Question 2

(A) Describe, compare and analyse Plate (3) and Plate (4) with respect to the design concepts, the visual and communication effects of the two graphic designs, and evaluate these works. (20 marks)

Plate (3) Book Cover
(Curiosity about Sex (性) – Questions and Answers for Teenagers)

Plate (4) Poster
(Learning about Sex (性) from an early age – complete the following exercise with the guidance of parents)
There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
<table>
<thead>
<tr>
<th>Comparison</th>
<th>Book cover</th>
<th>Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commonalities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Sex education is the Theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ use vivid color and high key tone to express positive thinking and attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ the design emphasis the word ‘Sex’ so as to highlight the theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Differences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Concept</strong>: the facial expressions of the characters depicted directly shows teenager’s curiosity and doubt toward sex</td>
<td>▪ <strong>Concept</strong>: use a children copybook as concept of the poster, showing importance knowing of “sex” in the early age</td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Image</strong>: cartoon</td>
<td>▪ <strong>Image</strong>: children copybook is used as graphic</td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Colour</strong>: colourful</td>
<td>▪ <strong>Colour</strong>: simple colour</td>
<td></td>
</tr>
<tr>
<td>▪ <strong>Size</strong>: smaller size for reading in close distance</td>
<td>▪ <strong>Size</strong>: bigger size for poster is to be read in distance</td>
<td></td>
</tr>
</tbody>
</table>
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Design the front page of a website for an event named “Parenting Education Seminar” (親子教育研討會).

The design should include:

- The seminar title (Chinese / English / Both Chinese and English)
- An icon (圖標) that links to the next page
- The size of the front page should be 42 cm (W) x 30 cm (H)
1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme

**Focus:**

-- Incorporation of text message, visuals, specific theme and the application of the icon.
-- Application of visual elements and aesthetics in general.
-- Elaboration of a concept and design characteristics.
General performance of candidates
(Paper 2, Question 2)

- 8.6% of students attempted this question. The mark range of this question is 161 to 15.
- The Performance was satisfactory in general.
- Most candidates used diverse methods to express the idea of the parenting education seminar.
- Candidates used cartoons and paper cuts to convey the front page.
- However, most of the designs were quite stereotypical and some works looked like poster designs.
Question 3

(A) Describe, compare and analyse Plate (5) and Plate (6) with respect to the design concepts, functions, the visual and communication effects of the two food-package designs, and evaluate these works. (20 marks)
There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
### Comparison

<table>
<thead>
<tr>
<th>Commonalities</th>
<th>Gift Box For Chocolates</th>
<th>Gift Box for Maxim’s Moon Cakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme: for festivals</td>
<td>▪ both are the commercial product designs</td>
<td>▪ use traditional tales as design concept</td>
</tr>
<tr>
<td>both are the commercial product designs</td>
<td>▪ both packaging are design to protect of the product.</td>
<td></td>
</tr>
<tr>
<td>vivid colours are used</td>
<td>▪ use traditional tales as design concept</td>
<td></td>
</tr>
</tbody>
</table>

### Differences

<table>
<thead>
<tr>
<th>Differences</th>
<th>Gift Box For Chocolates</th>
<th>Gift Box for Maxim’s Moon Cakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image: simple geometry shapes</td>
<td>▪ Image: lines in complex arrangement</td>
<td></td>
</tr>
<tr>
<td>Typography: small</td>
<td>▪ Typography: combination of words and graphics. Typographic design occupies large of space</td>
<td></td>
</tr>
<tr>
<td>Colour: multi-colour</td>
<td>▪ Colour: golden yellow and red as main colour</td>
<td></td>
</tr>
<tr>
<td>Structure: multi-layer design - paper box, plastic egg-shape container, color foil paper, ribbon and paper strips for accessories. Simple appearance but structurally complex</td>
<td>▪ Structure: Square container with round corners</td>
<td></td>
</tr>
<tr>
<td>Material: paper, foil paper &amp; plastic material</td>
<td>▪ Material: metal</td>
<td></td>
</tr>
</tbody>
</table>
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Design a gift box for puddings called “Supreme Chinese New Year Pudding” (至尊年糕), a product of the Chinese restaurant, “Lotus” (愛蓮軒).

Each box contains 4 puddings. The dimensions for each pudding are 8 cm (L) x 8 cm (W) x 4 cm (H).

The design should include:

- The names of the restaurant and the product (Chinese / English / Both Chinese and English)
- Two 3-dimensional renderings with an indication of the size of the gift box (80 marks)
1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme

**Focus:**

-- Incorporation the design needs and the function of the featured gift box
-- Application of visual elements and aesthetics in general.
-- Elaboration of a concept and design characteristics.
21.6% of students attempted this question. The mark range of this question is 158 to 17.

The Performance was satisfactory in general.

Only a moderate number of candidates demonstrated maturity in concept and artful execution of their designs in dealing with the 3-dimensional presentation of the gift box.

A number of candidates had trouble in understanding the requirement of the gift box, resulting in misinterpreting the 3-dimensional format required.
Question 4

(A) Describe, compare and analyse Plate (7) and Plate (8) with respect to the design concepts, composition, the visual and communication effects of the two poster designs, and evaluate these works. (20 marks)
There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
## Commonalities
- both designs are promotion items of entertainment activities
- focus on the facial expression of the people and their gesture
- diversified occupy the majority of space of images and graphics
- the design shows layering effect and dynamic movement

## Differences
- **Concept:** applying the attraction of celebrities and use intense moving scenes as the selling point
- **Image:** photo
- **Typography:** all English. Movie title design is formed by both text and graphic
- **Colour:** high contrast
- **Composition:** upper left is the focus

- **Concept:** use carnival and innocent faces of children to express the joyful and leisure atmosphere
- **Image:** illustration with graphics
- **Typography:** Chinese and English. Handwriting typography is showed partially.
- **Colour:** contrast in colour is not high
- **Composition:** without obvious focal point
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Design the front of a memorial ticket for a musical “The Swan Lake Musical” (天鹅湖歌舞剧).

The design should include:

- The name of the musical (Chinese / English / Both Chinese and English)
- The date: 30-9-2012
- The size of the ticket should be 45 cm x 22 cm (Horizontal / Vertical orientation)

(80 marks)
1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme

Focus:

-- Incorporation of appropriate information and application of the visual elements and aesthetics in general.
-- Incorporation of text message, visuals and specific theme.
-- Elaboration of a concept and design characteristics.
General performance of candidates
(Paper 2, Question 4)

- 43.1% of students attempted this question. The mark range of this question is 173 to 6.
- The Performance was good in general.
- The best scripts conveyed a sense of dance and showed good illustration skills.
- However, some design works showed a lack of composition skills, with messy arrangements of text and images.
- A few candidates treated the surface like a poster, resulting in the conveying of too much information which smothered the core message.
Question 5

(A) Describe, compare and analyse Plate (9) and Plate (10) with respect to the silhouettes, the use of colours, cultural meanings, the visual and communication effects of the two fashion outfits, and evaluate these works. (20 marks)
There are no model answers for questions requiring comparison and contrast, analysis, and interpretation. Responses must be judged on the basis of viewpoints provided and communication of:

1. Literal Description
   Precise detail in description
## Comparison

<table>
<thead>
<tr>
<th>Evening Dress</th>
<th>Lolita Dress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commonalities</strong></td>
<td></td>
</tr>
<tr>
<td>- bright and colourful</td>
<td>- Meaning: girlish with sexy implication</td>
</tr>
<tr>
<td><strong>Differences</strong></td>
<td></td>
</tr>
<tr>
<td>- <strong>Concept</strong>: use Chinese fashion elements to design</td>
<td>- <strong>Meaning</strong>: elegance and sexy</td>
</tr>
<tr>
<td>- <strong>Meaning</strong>: elegance and sexy</td>
<td>- <strong>Market</strong>: haute couture</td>
</tr>
<tr>
<td>- <strong>Market</strong>: haute couture</td>
<td>- <strong>Target</strong>: mature women for special occasion</td>
</tr>
<tr>
<td>- <strong>Target</strong>: mature women for special occasion</td>
<td>- <strong>Market</strong>: for specific interest group</td>
</tr>
<tr>
<td>- <strong>Silhouette</strong>: one-piece with open top long dress and short jacket</td>
<td>- <strong>Target</strong>: teenage female. Women or men for special interest</td>
</tr>
<tr>
<td>- <strong>Surface pattern</strong>: Chinese floral pattern embroidery</td>
<td>- <strong>Silhouette</strong>: short sleeve with low-cut top, butterfly tie as accessory. Round skirt, with exposed slip with lining lace hem and a pair of stockings with lace hem.</td>
</tr>
<tr>
<td>- <strong>Colour</strong>: monochrome</td>
<td>- <strong>Surface pattern</strong>: simple graphics and simple lines</td>
</tr>
<tr>
<td>- <strong>Fabric</strong>: translucent gauze on silky fabric</td>
<td>- <strong>Colour</strong>: white, pink and magenta</td>
</tr>
<tr>
<td></td>
<td>- <strong>Fabric</strong>: silky and lace hem fabric</td>
</tr>
</tbody>
</table>
2. Formal Analysis
   A reasonable depth of analysis
   - the idea and the theme
   - the characteristics of the two media
   - the different approaches of art-making

3. Interpretation of Meaning
   An in-depth interpretation from varied perspectives

4. Value Judgment
   An in-depth evaluation from varied perspectives
(B) Design a uniform for the female flight attendants of “The Hong Kong International Airlines” (香港國際航空). Both the front and back views of the uniform should be presented in the rendering. (80 marks)
1. Selection and Use of Materials & Techniques
2. Selection and Use of Visual Elements and Principles of Design
3. Relationship between Practical Work and Appreciation & Criticism of the Artwork
4. Creativity & Imagination
5. Communication of the Theme

Focus:

--- Appropriateness of the design with regard to the specific criteria of the organization and the uniform
--- Application of visual elements and aesthetics in general.
--- Elaboration of a concept and design characteristics.
General performance of candidates
(Paper 2, Question 5)

- 6.1% of students attempted this question. The mark range of this question is 166 to 30.

- The Performance was satisfactory in general.

- A number of candidates did not pay attention to the function of the female flight attendant uniform, but instead, treated the uniform like a cosplay dress, covering it with too much lacework designing - miniskirt without relating the clothes to its purpose.
Overall performance in Paper 2

- Candidates were able to write what they saw and felt in a verbal form when analysing the design work.
- Most candidates were able to combine different relevant foci, and identify their relationships in Literal Description.
- Some candidates responded to the design work in a linear and systematic way.
- Candidates were able to provide certain interpretations of meaning towards form of expression.
- In-depth interpretation on particular perspectives is scanty.
- Many candidates did not comment on the value judgement of the artwork.
Overall performance in Paper 2

- The themes for the design were part of the candidates’ everyday experience and there were some outstanding examples.
- However, a number of candidates rushed into the design without having fully understood the requirements of the question and thus produced a superficial work.
- Candidates have to read the questions carefully because there are many requirements, including understanding the purpose of the design, the target audience, and the main features.
- Some candidates showed weakness in the use of visual elements and principles, resulting in poor colour schemes, composition and typography.
Overall performance in Paper 2

- In general, candidates lacked design execution skills and diversity in using appropriate styles and media in the finished piece.
- A lot of collage pieces were simple cut-outs and images from existing sources that were not suitable for the style and mood of the design.
Q & A
## HKDSE Visual Arts Public Examination Markers Training

<table>
<thead>
<tr>
<th>Course no.</th>
<th>Date</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9 Oct 2012</td>
<td>9:30-12:00</td>
<td>EDB Kowloon Tong Education Services Centre</td>
</tr>
<tr>
<td>2</td>
<td>9 Oct 2012</td>
<td>2:30-5:00</td>
<td>EDB Kowloon Tong Education Services Centre</td>
</tr>
<tr>
<td>3</td>
<td>10 Oct 2012</td>
<td>9:30-12:00</td>
<td>EDB Kowloon Tong Education Services Centre</td>
</tr>
<tr>
<td>4</td>
<td>10 Oct 2012</td>
<td>2:30-5:00</td>
<td>EDB Kowloon Tong Education Services Centre</td>
</tr>
<tr>
<td>5</td>
<td>11 Oct 2012</td>
<td>9:30-12:00</td>
<td>EDB Kowloon Tong Education Services Centre</td>
</tr>
<tr>
<td>6</td>
<td>11 Oct 2012</td>
<td>2:30-5:00</td>
<td>EDB Kowloon Tong Education Services Centre</td>
</tr>
</tbody>
</table>
## HKDSE Visual Arts: HKEAA Useful Links

<table>
<thead>
<tr>
<th>Link Type</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hong Kong Examinations and Assessment Authority Main Page</td>
<td><a href="http://www.hkeaa.edu.hk/en/">http://www.hkeaa.edu.hk/en/</a></td>
</tr>
<tr>
<td>HKDSE Main Page</td>
<td><a href="http://www.hkeaa.edu.hk/en/hkdse/">http://www.hkeaa.edu.hk/en/hkdse/</a></td>
</tr>
<tr>
<td>HKDSE Subject information</td>
<td><a href="http://www.hkeaa.edu.hk/en/hkdse/Subject">http://www.hkeaa.edu.hk/en/hkdse/Subject</a> Information/</td>
</tr>
<tr>
<td><strong>HKDSE Visual Arts : HKEAA Useful Links</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>SBA for HKDSE - Elective Subjects - Visual Arts - SBA Teachers' Handbook</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Category A – HKDSE Elective Subjects: Visual Arts - Other Resources (Seminar Notes)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HKDSE Handbook for Candidates</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HKDSE Exam Timetable</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HKDSE Exam Regulations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HKDSE Leaflets</strong></td>
<td></td>
</tr>
</tbody>
</table>
Thank You
### HKDSE Visual Arts Examination

#### Assessment Criteria and Marks/ Rubrics

**Part A: Art Appreciation and Criticism**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Marks / Rubrics</th>
<th>High</th>
<th>Middle</th>
<th>Low</th>
<th>Not Shown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literal Description</strong></td>
<td>5</td>
<td>Able to link different relevant foci, discover hidden details, and comprehend with innovative ideas</td>
<td>4</td>
<td>Able to link different relevant foci, and identify their relationships</td>
<td>3</td>
</tr>
<tr>
<td><strong>Formal Analysis</strong></td>
<td>5</td>
<td>Able to connect with many relevant experiences and analyse effectively key message of artwork through integrative understanding of art forms</td>
<td>4</td>
<td>Able to connect art form in many related experiences and feelings, knowing the relationships among forms, and attempting to analyse key message of artwork</td>
<td>3</td>
</tr>
<tr>
<td><strong>Interpretation of Meaning</strong></td>
<td>5</td>
<td>Able to present innovative interpretation through comprehending of multiple layers of meaning toward forms of presentation</td>
<td>4</td>
<td>Able to compare and contrast many interpretations of meaning toward forms of presentation</td>
<td>3</td>
</tr>
<tr>
<td><strong>Value Judgement</strong></td>
<td>5</td>
<td>Able to integrate multiple criteria, and judge on the appropriateness and effectiveness in delivering the key message of presentation</td>
<td>4</td>
<td>Able to quote multiple criteria to judge on the appropriateness in delivering the key message of presentation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Part B: Visual Arts Making**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Marks / Rubrics</th>
<th>High 14-16</th>
<th>Middle 11-13</th>
<th>Low 8-10</th>
<th>5-7</th>
<th>1-4</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection and Use of Materials &amp; Technique</strong></td>
<td></td>
<td>Able to select and master the materials and the skills accurately and effectively in implementing the key message of the theme</td>
<td></td>
<td>Able to master the materials and the skills appropriately and effectively in delivering the key message of the theme</td>
<td></td>
<td>Able to use the materials and the skills relevant to the theme</td>
<td></td>
</tr>
<tr>
<td><strong>Selection and Use of Visual Elements and Principles of Design</strong></td>
<td></td>
<td>Able to select and master multiple visual elements and principles of design, accurately and effectively in implementing the key message of the theme</td>
<td></td>
<td>Able to master multiple visual elements and principles of design appropriately and effectively in delivering the key message of the theme</td>
<td></td>
<td>Able to use the visual elements and principles of design relevant to the theme</td>
<td></td>
</tr>
<tr>
<td><strong>Relationship between Practical Artwork and Appreciation &amp; Criticism</strong></td>
<td></td>
<td>Able to assimilate various context of artworks or ideas from the appreciation &amp; criticism into the relevant theme, explore their own way of painting and looking for their own painting language</td>
<td></td>
<td>Able to integrate various context of artworks or ideas from the appreciation &amp; criticism, and challenge the problems in implementing the theme</td>
<td></td>
<td>Able to introspect particular form or idea of the appreciation &amp; criticism of the artwork by carrying out reflection &amp; considerations as filter on presenting the theme</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity &amp; Imagination</strong></td>
<td></td>
<td>Able to demonstrate personality characteristics through originality and unique imagination</td>
<td></td>
<td>Able to demonstrate personality characteristics through originality and rich imagination</td>
<td></td>
<td>Able to demonstrate personality characteristics or originality</td>
<td></td>
</tr>
<tr>
<td><strong>Communication of Theme</strong></td>
<td></td>
<td>Able to integrate relevant forms of artistic creation in different emotions or idea</td>
<td></td>
<td>Able to use multiple, relevant and coordinate forms of artistic creation in different emotions or idea</td>
<td></td>
<td>Able to use relevant and coordinate forms of artistic creation in different emotions or idea</td>
<td></td>
</tr>
</tbody>
</table>

---

1. “Appropriateness” is the capability of selecting suitable forms or images for desired, intended or expected outcome.
2. “Effectiveness” is the capability of producing a desired, intended or expected outcome.
### 甲部：藝術評賞

<table>
<thead>
<tr>
<th>評分準則</th>
<th>分數 / 描述</th>
<th>高</th>
<th>中</th>
<th>低</th>
<th>值</th>
<th>無顯示</th>
</tr>
</thead>
<tbody>
<tr>
<td>色彩構圖</td>
<td>能把不同切題的焦點連結，發現隱藏細節，並作出深刻的理解</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>形式分析</td>
<td>能聯繫藝術形式於多種相關的經驗，並透過形式之間綜合的理解，對創作主題作有效的分析</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>實事詮釋</td>
<td>能通過表現形式作出多重意義的詮釋，並提出獨特的詮釋</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>價值評價</td>
<td>能整合多項要素，判斷在不同情境下，創作形式配合主題表現的恰當性或有效性</td>
<td>14-16</td>
<td>11-13</td>
<td>8-10</td>
<td>5-7</td>
<td>1-4</td>
</tr>
</tbody>
</table>

### 乙部：藝術創作

<table>
<thead>
<tr>
<th>評分準則</th>
<th>分數 / 描述</th>
<th>高</th>
<th>中</th>
<th>低</th>
<th>值</th>
<th>無顯示</th>
</tr>
</thead>
<tbody>
<tr>
<td>媒材及技法的選擇和運用</td>
<td>能選擇及掌握正確而有效的媒材及技法來貫徹主題</td>
<td>14-16</td>
<td>11-13</td>
<td>8-10</td>
<td>5-7</td>
<td>1-4</td>
</tr>
<tr>
<td>視覺元素及設計原理的選擇和運用</td>
<td>能選擇及掌握多樣、精準而有效的視覺語言及設計原理來貫徹主題</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>劉束與評實的關係</td>
<td>能通過評賞和不同情境的作品形式或意念，再融合主題，構成自己的創作語言</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>创意與想像力</td>
<td>能展示個性、原創性和嶄新的想像</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>主題意念</td>
<td>能運用預設的藝術形式/符號，表現不同層次的情感或意念</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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1. 藝術的「規準」(criteria)，又可稱為「判準」，即判斷的準則，有別於講求絕對客觀衡量的「標準」。
2. 「多樣」是指不同、相異、相差、參差、變化(variety and variability)、多方面、多元、複雜(diversity)等含意。多樣的「量」(number)不能構成豐富性，只有多樣的「多樣」(number of varieties)，才可稱得上是判斷「豐富性」(richness)的準則。