

**ART AND DESIGN**  
**Higher**

**Third edition – published December 1999**

**NOTE OF CHANGES TO ARRANGEMENTS  
THIRD EDITION PUBLISHED ON CD-ROM DECEMBER 1999**

**COURSE TITLE:** Art and Design (Higher)

**COURSE NUMBER:** C003 12

**National Course Specification:**

Course Details: Core skills statements expanded

**National Unit Specification:**

All Units Core skills statements expanded

## National Course Specification

### ART AND DESIGN (HIGHER)

**COURSE NUMBER** C003 12

#### COURSE STRUCTURE

This course has three mandatory units as follows:

<b>D016 12</b>	<b><i>Expressive Activity (H)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D015 12</b>	<b><i>Design Activity (H)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D014 12</b>	<b><i>Art and Design Studies (H)</i></b>	<b><i>1 credit (40 hours)</i></b>

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is included in the course details.

#### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade Art and Design at Credit level
- Intermediate 2 Art and Design or equivalent

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#### Administrative Information

**Publication date:** December 1999

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## National Course Specification (cont)

**COURSE** Art and Design (Higher)

### CORE SKILLS

This course gives automatic certification of the following:

**Complete core skills for the course** Problem Solving H

**Additional core skills components for the course** None

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Course Specification: course details

**COURSE** Art and Design (Higher)

### RATIONALE

Art and Design promotes aesthetic understanding, visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world in creative visual and non-visual ways. It promotes creative thinking, innovation and enterprise, and encourages self-reliance, initiative, problem solving and the development of personal opinions and imagery.

Courses in Art and Design, from 5-14 through to Higher, comprise the three elements of expressive, design and critical/evaluative activities. Within and across these elements, candidates develop knowledge, understanding and appreciation and are involved in creative and aesthetic activities associated with art and design practice. These activities are experienced and revisited across a range of cultural, social and historical contexts which enable candidates to explore personal interests and develop technological capability. (See *SCCC: Framework for Technology Education in Scottish Schools*.)

The approach is process-based. All candidates engage in:

- investigation and research involving identifying sources
- illustrating the development of different lines of thought and possibilities
- communicating thoughts, ideas and feelings in a wide variety of ways and broad range of contexts
- exercising critical and evaluative skills in coming to informed judgements about their own work, that of their peers and of professional artists and designers

Art and Design: Higher, provides opportunities for candidates to express themselves, solve visual and functional problems and work directly with materials and equipment in satisfying and enjoyable ways. It offers candidates the opportunity to make choices and negotiate the content and context of their work. The course offers insights into cultural heritage, in particular an appreciation of the visual arts and design, and stimulates awareness of the significance of visual imagery as a major means of communication. In addition, it assists candidates to arrive at informed personal opinions about the world in which they live.

The principal aims of the course are to:

- contribute to candidates' intellectual, emotional, social and cultural development
- develop awareness, knowledge and understanding of the visual arts and design, their inter-relationships and contribution to society past and present
- develop and apply skills of creative thought and action
- develop skills to research, investigate, interpret and handle information
- develop the ability to formulate and communicate informed personal comment, judgement and speculation
- develop skills to apply and exploit the potential of a range of practical visual media
- contribute to self-esteem and personal enrichment

## National Course Specification: course details (cont)

**COURSE** Art and Design (Higher)

### COURSE CONTENT

The course should recognise candidates' personal interests and experiences and include content which reflects the following themes:

- the environment (human, manufactured, natural)
- communication and the mass media
- cultural, social and historical factors and influences

To promote breadth and balance across the course as a whole, candidates' experiences must include:

- two-dimensional media process(es)
- three-dimensional media process(es)
- technology

Further information is provided in the Subject Guide for Art and Design.

Undertaking the course offers a number of opportunities for:

- flexibility, and for learning and assessment in a coherent, integrated, holistic way
- balance and breadth of experiences and learning for candidates
- exploring the relationships and distinctions between the visual arts and design
- integrating practical and research activities, each informing and supporting the other
- developing practical skills and abilities in one context which support learning in others
- contextualising knowledge and understanding gained through Art and Design Studies in a practical way
- indicating a candidate's ability to sustain and transfer knowledge, understanding and skills, and develop and integrate thought, decision making and action

#### ***Expressive Activity (H)***

Candidates are required to develop Expressive Activity through the study of a single context or related contexts, and explore and use a selected media process or processes. Expressive Activity is concerned with:

- identifying and investigating themes and ideas of personal interest and relevance
- analytical drawing from first-hand sources
- developing media-handling skills
- developing and resolving personal ideas and interpretations imaginatively
- investigating and responding to visual and/or other stimuli
- communicating personal thoughts, feelings, ideas and interpretations through the production of two-dimensional and/or three-dimensional visual forms

## **National Course Specification: course details (cont)**

**COURSE**                      Art and Design (Higher)

### ***Design Activity (H)***

Candidates are required to develop Design Activity through the study of a single context or related contexts and a selected media process or processes. Design Activity is concerned with the development of design capability through:

- developing and applying skills of flexible, creative thought and action
- identifying design problems
- investigating the requirements, constraints and implications of a design task
- considering a range of design issues, for example, functional, visual, aesthetic, tactile, social and economic issues
- researching and developing a range of approaches and possible solutions
- developing skills of flexible thought and action
- selecting and producing a solution
- evaluating the process and solution

### ***Art and Design Studies (H)***

Candidates are required to undertake two studies, one of which must be linked directly to Expressive Activity and one directly to Design Activity. At least one study, involving either learning outcome, must deal with a contemporary context, use or application.

Art and Design Studies is concerned with the development of knowledge, understanding and appreciation of the visual arts and design, past and present, through:

- researching and investigating areas of the visual arts and design
- forming and communicating informed personal views, opinions and judgements

All course content will be subject to sampling in the external assessment.

## **ASSESSMENT**

To gain the award of a course, the candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to demonstrate achievement beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates and to provide evidence for appeals. Further information on the key principles of assessment is provided in the paper, *Assessment*, published by HSDU in May 1996.

## National Course Specification: course details (cont)

**COURSE** Art and Design (Higher)

### DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

External course assessment will consist of three Parts: Course Review, Practical Assignment; Art and Design Studies

#### **Part I: Course Review**

The Course Review comprises two main sections, The *Folio of Evidence* and the *Course Review Statement*. The Course Review will be submitted to SQA for assessment and will account for 60% of the overall marks for the course.

The *Folio of Evidence* comprises two separate but complementary folios containing a selection of candidates' best work drawn from Expressive Activity and Design Activity. Each folio should be presented as a coherent structured whole.

Expressive Activity: Folio

Evidence should be presented on A2 sheets or equivalent in three-dimensional work as follows:

- maximum of two items of evidence of investigation of stimulus
- maximum of two items of evidence of development of ideas
- one item of evidence presenting the outcome

Design Activity: Folio

Evidence should be presented on A2 sheets or equivalent in three-dimensional work as follows:

- maximum of two items of evidence of investigation of a design brief
- maximum of two items of evidence of consideration of possible solutions
- one item of evidence presenting the solution
- one A4 sheet containing the brief and evaluation

The *Course Review Statement* provides candidates with an opportunity to reflect critically on their coursework. The Course Review Statement will consist of two sections. In the first section candidates will be invited to comment on both their Expressive and their Design work. In the second section candidates will indicate which practical area of study they wish to develop and explore in the Practical Assignment examination.

#### **Part II: Practical Assignment (Paper 1)**

The practical assignments will provide opportunities for candidates to demonstrate some of the skills and techniques they have acquired during the course and to further consider an aspect of their work which was not fully explored or developed in their folios. The assignment will be of 3 hours duration and will account for 15% of the overall available marks. It will take place following the Course Review process on a date and at a time selected by the presenting centre and within a period stipulated by SQA.

Candidates will require to undertake either Expressive or Design work for the practical assignment and may use the related folio of work in the examination room for reference purposes. The assignment will be attached to the associated Expressive or Design folio work for submission to SQA for assessment.

## National Course Specification: course details (cont)

### COURSE Art and Design (Higher)

#### ***Part III: Art and Design Studies (Paper II)***

The Art and Design Studies question paper (Paper II) is in two sections with six questions in each section. Candidates will require to answer one complete question (parts (a) and (b)), and part (a) only of any other question *in each section*. There are 40 marks available for each section. Paper II will be of two hours duration and will account for 25% of the overall available marks.

The question paper is designed to test candidates' knowledge and understanding of the critical evaluative contexts of selected images within the visual arts, design and architecture and to enable comments to be made in an informal manner, indicating personal preferences and experiences. Candidates will also have to show knowledge and understanding of the critical historical contexts of their selected areas of study within each section of the question paper.

Section 1 deals with Art Studies and the questions are based on *Portraiture; Figure Composition; Still Life; Natural Environment; Built Environment; Fantasy and Imagination*. Section 2 deals with Design Studies and the questions are based on *Graphic Design; Product Design; Interior Design; Environmental/Architectural Design; Jewellery Design; Textile Design*. Coloured illustrations relating to the aforementioned topics will be attached as a supplement to this question paper.

#### **GRADE DESCRIPTIONS**

A candidate's grade will be determined by overall performance in the course. The criteria for the external assessment are laid out below:

The grade descriptions for C and A are as follows:

##### ***At C***

select, investigate and record responses to a wide variety of sources, demonstrating ability to exploit certain visual and formal characteristics

select, interpret and organise effectively visual and other information

develop personal interests, ideas and approaches in response to and through sustained research of selected themes

formulate and communicate substantiated personal ideas and responses

produce well-constructed conclusions and solutions which display skill, assurance and fluency in handling media, materials and processes

critically appraise their own work and the work of others, offering supported judgements  
select and accurately apply knowledge and understanding of facts and terminology

##### ***At A***

identify, select, investigate and record responses to a wide variety of sources, demonstrating ability to exploit their visual and formal characteristics

select, interpret, organise and communicate effectively a range of visual and other information

develop personal interests, ideas and approaches in response to and through sustained, progressive research of selected themes

formulate and communicate well-substantiated personal ideas and responses

produce well-constructed conclusions and solutions which display high and consistent levels of skill, assurance and fluency in handling media, materials and processes, and awareness of their potential

critically appraise their own work and the work of others, offering well-supported judgements  
select and accurately apply knowledge and understanding of facts, terminology and media processes

## National Course Specification: course details (cont)

**COURSE** Art and Design (Higher)

### APPROACHES TO LEARNING AND TEACHING

For purposes of planning and delivery, the course may be divided into two major areas of study. These major areas are recognised in course assessment arrangements.

- Expressive Activity with Art and Design Studies (Visual Arts)
- Design Activity with Art and Design Studies (Design)

Integration of Expressive or Design Activity with Art and Design Studies will promote coherence, relevance and depth of study.

#### *Expressive or Design Activity*

Research/investigation  
Developing ideas/considering possibilities  
Producing finished artwork(s)/solution(s)

#### *Related Studies: Art and Design*

Research/investigation  
Selecting/collating information  
Producing presentations of information and judgements

The appropriate outcome of Art and Design Studies should be integrated with each practical activity, work in one unit informing and supporting the other. The illustration above provides an example of one strategy for integration of the practical units with the Art and Design Studies unit. Rigid linear approaches to course planning and delivery are not recommended.

Individual items of evidence may support more than one outcome. Each item of evidence should be clearly identified with the unit and outcome it supports.

The course allows 40 hours of additional flexible time which should be used for appropriate activities such as:

- diagnostic assessment
- consolidation of learning
- additional support
- investigation of the inter-relationships between the visual arts and design
- contact with practising artists, designers, etc.
- visits to galleries, museums, etc.
- personal research
- preparation for course assessment

## National Course Specification: course details (cont)

### COURSE Art and Design (Higher)

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment.

Further information about production of evaluations, presenting information and judgements and additional advice about learning and teaching is provided in the Subject Guide for Art and Design.

### SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

### SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

## National Unit Specification: general information

<b>UNIT</b>	Expressive Activity (Higher)
<b>NUMBER</b>	D016 12
<b>COURSE</b>	Art and Design (Higher)

### SUMMARY

This unit develops the candidate's ability to investigate and respond to relevant sources of visual interest; record at first hand; identify and sustain lines of visual development and thought and bring these to considered conclusions; select and use appropriate media; develop aesthetic sensibility and understanding of the visual arts in society.

### OUTCOMES

- 1 Investigate and record a theme or themes of personal interest.
- 2 Develop personal ideas related to the selected theme(s) in a visual manner.
- 3 Produce finished visual work which conveys a personal response.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade Art and Design at Credit level
- Intermediate 2 Art and Design or equivalent

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**      Expressive Activity (Higher)

### **CREDIT VALUE**

1 credit at Higher.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Unit Specification: statement of standards**

### **UNIT**      Expressive Activity (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **NOTE ON RANGE FOR THIS UNIT**

Candidates should work with a minimum of two different forms of media/materials.

#### **OUTCOME 1**

Investigate and record a theme or themes of personal interest.

##### **Performance criteria**

- (a) Identifies a theme or themes, indicating personal interest and possible approaches.
- (b) Carries out a detailed investigation, showing understanding of selected visual qualities of the chosen theme(s).
- (c) Personally identifies, selects and uses appropriate media, materials and process(es).

##### **Evidence requirements**

A maximum of two sheets of A2 or equivalent in three-dimensional work. At least one A2 sheet should demonstrate drawings or studies made directly from first-hand observation. A second A2 sheet or equivalent in three-dimensional form may be presented. Candidates should compile a folio of drawings and studies individually, in a series or sequence, from which assessment evidence will be drawn.

#### **OUTCOME 2**

Develop personal ideas related to the selected theme(s) in a visual manner.

##### **Performance criteria**

- (a) Experiments with a variety of ideas showing significant personal interpretation and imagination.
- (b) Shows considerable understanding and assurance in the imaginative handling of media, materials and process(es).
- (c) Sustains identifiable lines of development which are progressive and productive.

##### **Evidence requirements**

A maximum of two sheets of A2 or equivalent three-dimensional work.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Expressive Activity (Higher)

#### **OUTCOME 3**

Produce finished visual work which conveys a personal response.

##### **Performance criteria**

- (a) Uses appropriate visual elements with understanding, subtlety, skill and sensitivity.
- (b) Shows consistent assurance, control and fluency in use of media, materials and process(es).
- (c) Produces finished work which clearly and effectively conveys personal interpretation, ideas, feelings and response.

##### **Evidence requirements**

Two-dimensional artwork not exceeding one A2 sheet or equivalent in three-dimensional work.

## **National Unit Specification: support notes**

### **UNIT        Expressive Activity (Higher)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

Information on context(s) is offered in the section dealing with the course details. The specific content of this unit should be based on the themes identified there.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Within the course specification the Rationale and description of Expressive Activity define the nature and purposes of this activity.

The range of media from which candidates might select includes:

##### ***Two-dimensional:***

pencil, graphite sticks, charcoal, pen and ink, ink wash, ball point, felt pens, markers, pastel, crayon, oil pastel, paint, photography, film, computer or electronically-generated images;

##### ***Three-dimensional:***

clay, plaster, wood, metal, wire, mixed media.

Candidates should be offered opportunities to work with a range of media and to select stimuli which reflect personal interest, consider and discuss the responses of others to similar stimuli and the ways in which others have used media to create effect. Through such activities, they should develop skill in making decisions about the significant formal elements inherent in or associated with both stimuli and themes and in recording these in visual or note form.

Candidates should have opportunities to explore and identify relationships through a variety of means, for example, drawings, studies, collage, reference sources. They should, as appropriate, consider relationships to:

- art practice through, for example, the study of the figure, landscape, still life, history of painting
- social, political or religious influences
- formal concerns in historical categories such as Expressionism, Cubism, Realism, etc
- the work of others in response to similar theme(s) or working in similar media

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

Further advice on unit organisation, management and delivery, and possible integration with other units is provided in the Subject Guide for Art and Design.

## **National Unit Specification: support notes (cont)**

### **UNIT**      Expressive Activity (Higher)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Each unit is assessed on a pass/fail basis. Candidates will be required to provide evidence of the achievement of the learning outcomes. Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Assessment Bank to assist with this. Each item of evidence produced should be clearly identified with the outcome it supports and the performance criteria to which it relates.

A variety of means of assessment should be used and include:

- candidate/tutor review of candidate's management of time, resources and progress
- formative viewing and discussion of developing evidence at interim stages
- a 'mini review' or presentation of evidence selected by the candidate

A variety of instruments of assessment should be used, including:

- candidate self-assessment and/or peer assessment
- planned candidate/teacher/tutor discussion/evaluation
- summative assessment

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

<b>UNIT</b>	Design Activity (Higher)
<b>NUMBER</b>	D015 12
<b>COURSE</b>	Art and Design (Higher)

### SUMMARY

This unit develops the candidate's ability to investigate a design brief; select make and present an appropriate solution from a number of possibilities considered; evaluate the process and the solution in relation to the brief; develop and apply design capability and an understanding of design in society.

### OUTCOMES

- 1 Identify a design brief of personal interest and investigate sources which might contribute to its solution.
- 2 Explore a range of possible solutions to the brief.
- 3 Present an appropriate solution.
- 4 Review the design process and evaluate the solution in relation to the brief.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained one of the following:

- Standard Grade Art and Design at Credit level
- Intermediate 2 Art and Design or equivalent

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### Administrative Information

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## **National Unit Specification: statement of standards**

### **UNIT**      Design Activity (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **NOTE ON RANGE OF THIS UNIT**

The design brief and possible approaches should be negotiated with the tutor and/or client, real or simulated. The candidate should assume responsibility for finalising the brief. Sources of information should include historical and contemporary references.

#### **OUTCOME 1**

Identify a design brief of personal interest and investigate sources which might contribute to its solution.

##### **Performance criteria**

- (a) Negotiates and finalises a design brief indicating personal interest and relevance.
- (b) Shows clear understanding of design requirements, constraints, issues and implications.
- (c) Undertakes a substantial personal investigation taking account of design requirements issues, implications and constraints.

##### **Evidence requirements**

Evidence should be presented in a format appropriate to the brief, for example:

***Two-dimensional design:***

a maximum of two A2 sheets or equivalent.

***Three-dimensional design:***

appropriate three-dimensional evidence equivalent to the above

or

a combination of two-dimensional and three-dimensional evidence equivalent to the above.

A copy of the brief should also be retained.

## **National Unit Specification: statement of standards (cont)**

### **UNIT      Design Activity (Higher)**

#### **OUTCOME 2**

Explore a range of possible solutions to the brief.

##### **Performance criteria**

- (a) Shows consistent understanding of design requirements, issues, constraints and implications.
- (b) Shows inventiveness, flexibility and the ability to progress clear lines of development.
- (c) Selects and justifies one solution for development which is appropriate in terms of purpose, constraints, client needs and implications.

##### **Evidence requirements**

Evidence should be presented in an appropriate format, for example:

***Two-dimensional design:***

a maximum of two A2 sheets or equivalent.

***Three-dimensional design:***

appropriate 3-dimensional evidence equivalent to the above

or

a combination of two-dimensional and three-dimensional evidence equivalent to the above.

#### **OUTCOME 3**

Present an appropriate solution.

##### **Performance criteria**

- (a) Selects appropriate media, materials and process(es) to create a solution and uses them with control, assurance and fluency.
- (b) Presents an effective solution in a clear and appropriate form which reflects understanding of client needs and implications.

##### **Evidence requirements**

Evidence should be presented in an appropriate format, for example:

***Two-dimensional design:***

a single or composite finished solution of any size or shape up to a maximum of one A2 sheet or equivalent.

***Three-dimensional design:***

a single or composite finished solution or prototype, to appropriate size and scale.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Design Activity (Higher)**

#### **OUTCOME 4**

Review the design process and evaluate the solution in relation to the brief.

##### **Performance criteria**

- (a) Makes a clear, well-structured evaluation of the design process, identifying some strengths and weaknesses in relation to relevance and/or effectiveness.
- (b) Makes a well-supported evaluation of the solution, identifying strengths and weaknesses in relation to requirements and constraints.
- (c) Suggests possible modification(s) and/or alternative(s).

##### **Evidence requirements**

An evaluation, 400-500 words long, which includes appropriate comment.

## **National Unit Specification: support notes**

### **UNIT          Design Activity (Higher)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

Information on context(s) is offered in the section dealing with the course details. The specific content of this unit should be based on the themes identified there.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates should have opportunities to consider appropriate design areas of personal interest. A design brief should be negotiated with the tutor and/or client, real or simulated. The candidate should assume responsibility for finalisation of the brief. It should define criteria to be met and constraints within which solution(s) should be sought. Within these parameters, it should offer opportunities for open-ended problem solving.

A range of design issues should be taken into account. These will include function/purpose, aesthetics and creativity, and other appropriate issues, such as economic, environmental, cultural, moral or social factors may also be included. Candidates should consider and discuss the approaches, methods and solutions of others to similar design problems, needs or opportunities.

Selection and effective use of appropriate media, materials and processes will be of importance throughout. Of particular relevance in design may be approaches involving the use, individually or with others, of technologies such as photography, film, computer or electronically-generated images and/or text.

Through these activities, candidates should develop skills in making informed decisions about approaches and possible solutions to both requirements and implications of the design problem being addressed. Research and experimentation should lead to identification, production and clear communication of a solution, proposals and/or recommendations. Informed evaluation of both the design process and solution should follow.

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

Production of evidence, items of oral or written communication, and similar material can be achieved in a variety of ways, including the following:

written, typed, word processed, signed, video, audio tape, scribed, transcribed.

Further advice on the organisation, management, production and presentation of information and judgements is provided in the Subject Guide for Art and Design.

## National Unit Specification: support notes (cont)

### UNIT      Design Activity (Higher)

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Each unit is assessed on a pass/fail basis. Candidates will be required to provide evidence of the achievement of the learning outcomes.

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Assessment Bank to assist with this. Each item of evidence produced should be clearly identified with the outcome it supports and the performance criteria to which it relates.

A variety of means of assessment should be used and include:

- candidate/tutor review of candidate's management of time, resources and progress
- formative viewing and discussion of developing evidence at interim stages
- a 'mini review' or presentation of evidence selected by the candidate

A variety of instruments of assessment should be used, including:

- candidate self-assessment and/or peer assessment
- planned candidate/teacher/tutor discussion/evaluation
- summative assessment

Where composite solutions are proposed for Outcome 3, these should consist of a number of related complementary components of an equivalent size and nature to meet evidence requirements.

Evidence for Outcome 4 should be presented in an appropriate format. This might take the form, for example, of a project report of 400-500 words, supported by visual material as appropriate, which offers an evaluation of and commentary about the design process the candidate undertook and of the solution proposed.

#### SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

<b>UNIT</b>	Art and Design Studies (Higher)
<b>NUMBER</b>	D014 12
<b>COURSE</b>	Art and Design (Higher)

### SUMMARY

This unit develops the candidate's ability to research and investigate selected areas of the visual arts and design in historical and contemporary contexts, and formulate, explain and communicate personal opinions and conclusions.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of a selected area of the visual arts.
- 2 Demonstrate knowledge and understanding of a selected area of design.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates will normally be expected to have attained:

- Standard Grade Art and Design at Credit level
- Intermediate 2 Art and Design or equivalent

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### Administrative Information

<b>Superclass:</b>	JA
<b>Publication date:</b>	December 1999
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	03

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## **National Unit Specification: general information (cont)**

**UNIT**      Art and Design Studies (Higher)

### **CREDIT VALUE**

1 credit at Higher.

### **CORE SKILLS**

There is no automatic certification of core skills or core skills components in this unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Unit Specification: statement of standards**

### **UNIT        Art and Design Studies (Higher)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **NOTE ON RANGE OF THIS UNIT**

Chronological period: any within the period from 1750 up to the present.

At least one study, involving either outcome, must deal with a contemporary context, use or application.

#### **OUTCOME 1**

Demonstrate knowledge and understanding of a selected area of the visual arts.

##### **Performance criteria**

- (a) Selects and explains the personal relevance of a specific area of the visual arts.
- (b) Shows personal research which is sustained, purposeful and substantial and shows clear understanding of art practice.
- (c) Presents relevant factual information and personal judgements clearly, coherently and substantiated by reasoned argument.

##### **Evidence requirements**

Evidence of research and investigation: up to a maximum of two A2 sheets or equivalent area and, arising from the above, a summary of information and judgements in an appropriate form including commentary of 400-500 words.

#### **OUTCOME 2**

Demonstrate knowledge and understanding of a selected area of design.

##### **Performance criteria**

- (a) Selects and explains the personal relevance of a specific area of design practice.
- (b) Shows personal research which is sustained, purposeful and substantial and shows clear understanding of design practice.
- (c) Presents relevant factual information and personal judgements clearly, coherently and substantiated by reasoned argument.

##### **Evidence requirements**

Evidence of research and investigation: up to a maximum of two A2 sheets or equivalent area and, arising from the above, a summary of information and judgements in an appropriate form, including a commentary of 400-500 words.

## **National Unit Specification: support notes**

### **UNIT        Art and Design Studies (Higher)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

Information on context(s) is offered in the section dealing with the course details. The specific content of this unit should be based on the themes identified there.

Where Art and Design Studies is undertaken as part of a course, additional information is provided in the Art and Design Studies section of course details within the course specification.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Within the course specification the Rationale and description of Art and Design Studies define the nature and purposes of this activity.

When undertaken as a component unit of a full course, Art and Design Studies should be linked directly to practical activities. The course may be divided into two major areas of study:

- Expressive Activity with Art and Design Studies (Visual Arts)
- Design Activity with Art and Design Studies (Design)

Art and Design Studies undertaken in conjunction with Expressive or Design Activity should reflect:

- the context and/or theme selected
- the nature and purposes of the Expressive or Design activity

Integration of Art and Design Studies with Expressive or Design Activity will allow each to inform and support the other. Research undertaken in connection with one unit might provide a starting point for or inform research into the other.

Examples of key contexts upon which Art and Design Studies might focus are included in the Subject Guide. Of greatest importance, however, is the quality of candidates' engagement with, investigation and interpretation of, and personal response to the particular area, aspect or subject chosen. Candidates should have opportunities to engage in active research and investigation, thus promoting the awareness, knowledge and understanding which will allow them to formulate, present and justify personal views, conclusions and judgements.

To promote candidates' understanding of the importance of the visual arts and design in today's society, they should study a contemporary context, area or application. Opportunities exist for imaginative interpretation, allowing candidates to investigate contexts concerned, for example, with modern culture, the mass media, and new and developing technologies.

## **National Unit Specification: support notes (cont)**

### **UNIT            Art and Design Studies (Higher)**

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of a candidate's special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

Production of evidence, items of oral or written communication and similar material can be achieved in a variety of ways including the following:  
written, typed, word processed, signed, video, audio tape, scribed, transcribed.

Further information on production of evaluations, summaries of information and judgements and similar materials is provided in the Subject Guide for Art and Design.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Each unit is assessed on a pass/fail basis. Candidates will be required to provide evidence of the achievement of the learning outcomes.

Candidates should be aware of assessment requirements and arrangements. Formative assessment should be used to assist candidates in their work. Holistic approaches to assessment should be adopted. Materials will be provided from the National Assessment Bank to assist with this. Each item of evidence produced should be clearly identified with the outcome it supports and the performance criteria to which it relates.

A variety of means of assessment should be used and include:

- candidate/tutor review of candidate's management of time, resources and progress
- formative viewing and discussion of developing evidence at interim stages
- a 'mini review' or presentation of evidence selected by the candidate

A variety of instruments of assessment should be used, including:

- candidate self-assessment and/or peer assessment
- planned candidate/teacher/tutor discussion/evaluation
- summative assessment

The summaries of information and judgements may be made in any appropriate form, each equivalent to a written submission of 400-500 words.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).