



External Assessment Report 2012

Subject	Art and Design
Level	Intermediate 1

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

Comments on candidate performance

General comments

Presentations continue to increase at Intermediate 1. The overall quality of practical work at this level was very good.

Centre staff and candidates are to be commended for their commitment, enthusiasm, skill, and for producing exciting and stimulating Expressive and Design folios, particularly whilst having to adapt to limited budgets.

There were fewer cases where candidates had been entered at the wrong level. This suggests that centres recognise the National Standard at Intermediate 1, and are opting to present more able candidates at Intermediate 2. This is a positive step, and centres are encouraged to continue this, where appropriate.

Popular areas of study continue to be Still Life, Portraiture and Landscape in the Expressive folio; Jewellery Design, Fashion and Textiles Design and Graphic Design in the Design folio.

Areas in which candidates performed well

Expressive

Candidates continue to perform better in Expressive than in Design.

A high standard of drawing skills, in a variety of media, was evident in most of the Expressive themes. The majority of candidates displayed an awareness of form and good use of line, tone and texture.

In the Development sheet, it was encouraging to see that candidates were showing a greater understanding of this stage of the process. Candidates from a number of centres were attempting printmaking, collage and painting techniques for their compositional studies on this sheet.

Final outcomes were completed to a very good standard, with candidates showing ability in painting and colour pencil work.

Design

The majority of candidates coped well in Design, with some outstanding results. Jewellery Design in particular allowed candidates to be creative and imaginative in their interpretation of the Design Brief.

Most candidates were competent at following a clear Design Brief and straightforward design process.

Markers noted that Design folios showed an improvement in the quality of work on the Development sheet. Centres are directing their candidates effectively in this area.

Although it is optional, a number of centres sent in 3D work. In the present financial climate this is to be commended.

Areas which candidates found demanding

Expressive

Expressive folios continue to gain higher marks than Design folios. It is evident that the vast majority of centres have a clear understanding of the requirements for this element of the course. There are very few centres submitting work where candidates use limited media, only do two compositions on the Development sheet, and the final piece has no link with the previous work.

Centres should be aware of the competence of their candidates and school them in media that is most suited to their abilities

Design

It is clear that, at this level, some centres are still too demanding of their candidates, and are using Design Briefs that are too vague.

A significant number of centres still allow candidates to do a series of fashion illustrations as part of a dress design. There is no attempt to address real design issues like fabrics, fastenings, pattern, etc. In some cases candidates stick pieces of fabric on to pre-existing garments; this is not dress design.

A number of candidates at this level have been encouraged to use technology in Graphic Design. Used well it can be exciting and produce excellent results; however a number of candidates see development using Photoshop as a series of colour changes and filters, with little or no consideration given to layout, fonts and visual impact.

Advice to centres for preparation of future candidate

Expressive

Centres are reminded that they should not submit incomplete folios; candidates cannot achieve a pass if large sections of folios are missing.

Candidates are disadvantaged if centres submit 'worked on' photocopies of candidate compositions on the development sheet. Very few centres do this, but when submissions like this do occur, Markers are unable to assess the true ability of the candidate. Technology can be used in the Expressive folio, but not in this way.

A strong theme in the Expressive folio benefits the candidate. Still Life affords a wide range of opportunities, as do Portraiture and Natural Environment.

A few centres use the same Still Life objects for large numbers of candidates. It is difficult to see how the folio can provide for individual choice if all candidates are doing the same thing.

The improvement noted in the approach to the Development sheet will hopefully be maintained.

Design

As stated in previous reports, centres presenting Intermediate 1 should have clear, concise and well structured Design Briefs to help candidates achieve a focused and relevant design process.

Candidates should not overload their Research and Investigation sheet with images. This can be counter-productive, as it is often the case that the images are not relevant to the brief.

Candidates are showing an improvement in their understanding of the design process. However, centres should note that candidates doing several sketches in different colour schemes with little or no change to the product, garment or graphics does not constitute development.

Statistical information: update on Courses

Intermediate 1

Number of resulted entries in 2011	3683
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Number of resulted entries in 2012	3740
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Statistical information: Performance of candidates

Distribution of Course awards including grade boundaries

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 160				
A	53.4%	53.4%	1998	117
B	23.6%	77.1%	884	101
C	14.3%	91.4%	535	85
D	3.5%	94.9%	131	77
No award	5.1%	100.0%	192	-

General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in, say, Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.