



External Assessment Report 2012

Subject	Art and Design
Level	Intermediate 2

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

Practical Folio

Practical Folio Markers commented on the high standard of work submitted at Intermediate 2. Submissions were good solid Intermediate 2 folios, in both Expressive and Design. Centres appear to be more accurate in assessing candidates' ability, and most centres are entering candidates at the correct level.

The most popular topic in Expressive continues to be Still Life, although there was evidence of more work being submitted in Natural Environment, Portraiture and Built Environment.

A wider range of topics were attempted in Design, the most popular being Fashion Design, Product Design, Jewellery Design and Graphic Design. Less popular was Architecture, although when this area is attempted it is usually well executed. Interior Design is very seldom undertaken.

It was clear from the presentations that centre staff are successful in encouraging their candidates to take pride in their work, as the vast majority of folios were well thought out and a delight to view and mark. Team Leaders noted that most candidates had good examples of Market Research clearly linked to the Design Brief. The work on the Development sheet showed a clear understanding of the design process.

Question Paper

SQA is grateful for the commitment given by Markers, as they mark a considerable number of scripts and compile a report on the performance of the Question Paper and candidate performance before the end of the school term. Markers provided valuable comments regarding the Question Paper and pupil responses.

Candidates responded well to the 2012 Question Paper, which was challenging but fair to candidates at this level. It was encouraging to see that the average grade achieved improved very slightly from 25.5 in 2011 to 25.6 in 2012.

It is evident that excellent teaching is taking place, in schools and colleges, to meet the demands of the Question Paper; candidates responded well to the images in the paper.

The most popular question answered was Still Life, although it was noted that there was an increase in the number of candidates who answered the Portraiture question. In Design, Product Design and Textile/Fashion Design were the two most popular questions with an increase in the number of candidates attempting Jewellery Design.

Areas in which candidates performed well

Expressive

Candidates generally performed better in Expressive.

There were a number of high quality works in Still Life and Portraiture, produced using the media of coloured pencil and paint. A number of candidates displayed excellent painting techniques in Natural and Built Environment.

It was noted that more varied media were being used throughout the Expressive folios.

Good observational drawing from first-hand sources, in a variety of media, was much in evidence.

Development sheets showed a wide range of exciting approaches; these included several developed compositions presented as a print, monochrome study, pen and ink study as well as paint and coloured pencil. This area was the most improved in comparison to previous years.

Design

It is evident that centres are being very creative with affordable and recyclable materials.

Markers noted that more candidates were aware of the design process than in previous years. This was displayed by the number of Design folios that had a natural flow to them. There were fewer instances where Markers had difficulty following the thought and development process of the candidate.

There were excellent Design folios produced in Fashion Design, Product Design (lighting), and Graphic Design.

Areas which candidates found demanding

Expressive

There are few areas in the Expressive folio that cause concern. Markers noted that some candidates attempted Portraiture, but produced two sheets of drawings and colour studies in preparation for their final outcome; there was no Development sheet as such.

Candidates are allowed to use photographs in their folios as a resource. However, candidates must not trace photographic images.

Design

Some centres continue to create difficulties for their candidates by having poorly considered Design Briefs that are too demanding, particularly on candidates with limited ability.

Some centres continue to allow their candidates to cut and stick numerous magazine images as their sole source of Research and Investigation. This reflects a lack of understanding by centres of what is required in the Research and Investigation sheet, and disadvantages candidates.

Advice to centres for preparation of future candidates

Centres are reminded to ensure that the candidate's choice of topic or theme is appropriate.

It is unacceptable for centres to allow candidates to create folios that appear to condone violence and/or contain graphic images depicting adult themes. Centres should also be aware of submitting folios with photographs of candidates that could be deemed as inappropriate.

In Design, the Research and Investigation sheet should contain a full exploration of the candidate's chosen theme and Market Research. It is also appropriate to explore or deconstruct materials and include them on this sheet.

In the Question Paper, it is important that candidates write about the works of their chosen artists and designers using appropriate Art and Design terminology. It is not a historical or biographical essay that is required. Candidates gain very few marks for purely historical or biographical information.

Statistical information: update on Courses

Intermediate 2

Number of resulted entries in 2011	7047
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Number of resulted entries in 2012	7126
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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 200				
A	52.2%	52.2%	3719	150
B	26.7%	78.9%	1903	130
C	13.9%	92.7%	987	110
D	3.2%	96.0%	230	100
No award	4.0%	100.0%	287	-

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.