# Principal Assessor Report 2002

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| **Assessment Panel:** | **Art & Design** |

**Qualification area**

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| **Subject(s) and Level(s) included in this report** | **Art & Design : Int. 1 & Int. 2** |

## Statistical information: update

| Number of entries in 2001 | Int. 1 | Int. 2 |
|---|---|---|
| **Pre appeal** | 199 | 1308 |
| **Post appeal** | | |

| Number of entries in 2002 | Int. 1 | Int. 2 |
|---|---|---|
| **Pre appeal** | 350 | 1992 |
| **Post appeal** | | |

### General comments re entry numbers

1. The increase in numbers at Int. 2 is very encouraging from the subject's point of view.

2. There was a similar increase at Int. 1. These numbers are probably going to be the norm from now on.

### General comments

1. **Intermediate 2**
   The performance was very good overall with a large number of candidates achieving excellent grades. There were just as many As as last year.

2. **Intermediate 1**
   The fact that there were very few no awards suggests that this course is meeting the needs of pupils. There were particularly high awards in the design units.

## Grade boundaries at C, B and A for each subject area included in the report

**Intermediate 2:**

Upper A - 255 marks (possible 310)
Lower A - 212 marks (possible 310)
B - 182 marks (possible 310)
C - 155 marks (possible 310)

**Intermediate 1 :**

Upper A - 230 marks (possible 280)
Lower A - 192 marks (possible 280)
B - 166 marks (possible 280)
C - 140 marks (possible 280)

## General commentary on grade boundaries

*Notional percentage cut-offs for each grade*

Question papers and their associated marking schemes are designed to be of the required standard and to meet the assessment specification for the subject/level concerned.
For National courses the examination paper(s) are set in order that a score of approximately 50% of the total marks for all components merits a grade C (based on the grade descriptions for that grade), and similarly a score of 70 % for a grade A. The lowest mark for a grade B is set by the computer software as half way between the C and A grade boundaries.

## Comments on grade boundaries for each subject area

These comments refer to Intermediate 1 and 2.
The pass-mark was set at the level of the 2000 examination.

At the top end, the A/B interface and upper A cut-off score was set in acknowledgement of slightly more severe marking at these levels.

## Comments on candidate performance

### General comments

**1. Intermediate 2**

- The overall standard in expressive units very good and improving steadily. Design units less impressive.
- Wide range of skills demonstrated. Increased use of technology was noted.
- The three sheet unit was seen as a positive move and presented no problems in marking.
- Some work beyond Int. 2 level.
- Successful PAs (Practical Assignments) were mainly those that demonstrated one well finished item, usually developed in a different style or technique. PAs mostly linked to the Expressive units.

**2. Art and Design Studies – Paper 2**

- Although there were some outstanding responses, the results were a little disappointing.
- A significant number of candidates had difficulty in completing the paper.

**1. Intermediate 1**

- Standard of work really very good to excellent – more so in the design units.
- At this level the work was seen as dynamic and exciting.
- Most candidates showed a good understanding of the Practical Assignment

**2. Int. 1 Summary**

- Full range of ability was represented ranging from excellent critical analysis to basic statements heavily supported by teachers' notes.
  There is still concern that many centres do not require the candidates to produce the summary in 'controlled conditions'. This makes for an uneven playing field when assessed along with candidates who clearly have done this.

## Areas of external assessment in which candidates performed well

1. **Intermediate 2**
   - Expressive unit demonstrated some excellent drawing and painting using a wide variety of media.
   - Still life, portrait and landscape the most popular.
   - Excellent work in both the design and expressive units.
   - Most candidates showed evidence of market research and context in design.
   - Jewellery, textiles and product were most popular.
   - It is clear that the quality of the Design Brief had a major influence on the quality of the design unit.

2. **Art and Design Studies – Paper 2**
   - Design and Expressive areas were both tackled well.
   - Still life, portrait and landscape were the most popular. Some very lively answers to the Jack Knox still life. Product, textile/fashion and graphics proving to be popular. Excellent answers on the "baby box".

3. **Intermediate 1**
   - Still life handled very well and there was some fine printing and collage.
   - Majority of candidates handled the development stage well.
   - Technology was handled fairly well at this level.

4. **Int. 1 Summary**
   - Some excellent work that appeared more of a Standard Grade (compare and contrast)approach rather than a summary, but nonetheless very good.
   - Generally good work given the limited wordage (200-300 words).

## Areas of external assessment in which candidates had difficulty

1. **Intermediate 2**
   - Too many candidates attempting to produce analytical drawings from second hand sources.
   - Development in general proved a problem for candidates.
   - The PA showed a noticeable drop in standard compared to the folio work.
   - Some centres simply use only cut and paste in the research stage.
   - 3D work was varied in quality and relevance to unit theme techniques

2. **Art and Design Studies – Paper 2**
   - Art and Design Studies presented the greatest difficulty for candidates. While the paper has been structured to assist candidates, that is often not happening. Part a) and Part b) are not clearly enough defined as tasks and cause overlap. Part c) requires recall of work studied in the course and all too often is the least well done.
   - Several candidates risking marks answering from more than one question.
   - Several candidates appear to tun out of time.

3. **Intermediate 1**
   - The Practical Assignment was often inferior in quality to the folio of work.
   - In general, the expressive work was less impressive than design and candidates had difficulty with analytical drawing.
   - Some candidates were hampered by poor design briefs.
   - Generally, candidates showed difficulty with use of the briefing form.

4. **Int. 1 Summary**
   - The greatest difficulty appeared to be that there is little attraction in writing at this level. Personal critical comment was all too often absent from these submissions.
   - Often the work was below the required wordage.
   - Some centres were still submitting in two pieces of work.

## Areas of common misunderstanding

**1. Intermediate 2**

- Poorly constructed design briefs all too often result in misunderstandings about the areas of design being undertaken eg is it graphic design or carrier bag design or is it fashion or textile?
- Significant number of centres allowing candidates to draw form second hand sources throughout units.
- Candidates not including any form of analytical drawing in Research and Development.

**2. Art and Design Studies – Paper 2**

- Candidates should be made aware of the different tasks that are likely to be set for different parts (a or b) of questions.
- Many candidates still confuse the term "visual elements" and go on to describe objects in the work (in spite of the fact that questions often give clear examples of visual elements).

**1. Intermediate 1**

- A general lack of market research and context in design.
- All too often the Practical Assignment is a repeat of the final outcome in expressive.

**2. Int. 1 Summary**

- In the written summary too little attention is given to personal comment.