

Principal Assessor Report 2002

Assessment Panel:

Art and Design

Qualification area

**Subject(s) and Level(s)
included in this report**

**Art and Design
Advanced Higher Research and Appreciation**

Statistical information: update

Number of entries in 2001	13
Pre appeal	
Post appeal	

Number of entries in 2002	21
Pre appeal	
Post appeal	

General comments re entry numbers

For a relatively new exam, the numbers seem satisfactory. Increasing familiarity with the nature of its particular demands and availability of exemplar material should lead to an increase in candidates.

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

Maximum Mark – 100

C Grade - 48 Marks

B Grade - 60 Marks

A Grade - 73 Marks

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 candidate performance

General comments

The topics chosen and the way in which they were researched and presented were generally satisfactory. The fact that a Visual Presentation unit which attracts almost one third of the total marks is included as an integral part of the assessment can make a huge difference to a candidate's grade. This seems self-evident, and the best candidates (and tutors) have been quick to realise this. Poorer candidates (and their perhaps less astute advisors) suffered in this respect. It was gratifying to read so much first class work at the upper end of the range. Use of English was no more than satisfactory overall. The best candidates were able to express their ideas and argue their theses coherently through their sound grasp of language; their more linguistically challenged peers found difficulty and suffered in their final grade. It should be stressed that, while language, per se, is not being assessed, the success or failure of the argument forming the core of the dissertation is entirely dependent on linguistic facility.

Recommendations

Feedback to centres

1. Candidates should choose a topic of personal interest.
2. It is essential that source material, both primary and secondary, are readily available.
3. Candidates should be encouraged to formulate a question, so that the dissertation becomes, in essence, an extended answer in which introduction, argument / discussion / analysis, conclusion are coherently presented.
4. Illustrations must be relevant and so arranged that they articulate with the text.
5. Visual Presentation may be either integral or discrete. Candidates choosing the former should present their dissertation like a book or pamphlet. It should be word-processed, well-illustrated and simply, but properly bound. Candidates choosing the latter interpretation should make sure that the work is soundly based on the information gleaned from their research. It is helpful to establish a target audience and to bear this in mind in the construction and presentation of the material. A VP comprising the dissertation script, unedited – no matter how slickly presented in terms of IT – is not in the true spirit of the exam and will be given less credit than a more thoughtful and imaginative approach.