



External Assessment Report 2014

Subject(s)	Art and Design
Level(s)	Intermediate1

The statistics used in this report are prior to the outcome of any Post Results Services requests

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

There was a much reduced presentation as a consequence of the New National Qualifications being introduced. In total there were approximately 400 candidates. We anticipate even fewer candidates being presented in 2015 the final year of assessment at this level.

Markers commented on the excellent quality of work in both Expressive and Design.

As in previous years, the most popular submissions in the Expressive Unit was in Still Life, and in Design the most popular was Fashion.

Markers also commented positively on candidate submissions in The Built Environment and in Design, Jewellery.

Areas in which candidates performed well

Team Leaders and Markers commented on the overall excellent quality of work from candidates at this level in both Units.

Very good drawing in a variety of media was acknowledged. Excellent painting skills from candidates was also recognised.

Quality solutions in both elements were also commented on.

Markers commented on the good use of materials to produce Design solutions.

Areas which candidates found demanding

Fewer candidates than in previous years found the two practical elements of this course too demanding. Centres now clearly know which level candidates should be presented at, and it is fair to say that the vast majority of pupils presented were presented at the correct level and found no part of the course too difficult.

Advice to centres for preparation of future candidates

After a decade of presentations, centres have, over the past several years, shown excellent understanding of the processes and demands of the course at this level. Therefore, as 2015 is the last year of assessment and what is anticipated will be a very small presentation group there is little, if anything, to add to what has been suggested over the past few years.

Centres have clear and accessible Design Briefs for candidates.

Centres through discussion with pupils select Design and Expressive Units appropriate for pupils at this level.

Statistical information: update on Courses

Number of resulted entries in 2013	3651
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Number of resulted entries in 2014	421
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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	61.8%	61.8%	260	117
B	16.4%	78.1%	69	101
C	13.1%	91.2%	55	85
D	3.3%	94.5%	14	77
No award	5.5%	-	23	-

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.