



## External Assessment Report 2014

Subject(s)	Art and Design
Level(s)	Intermediate 2

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

The number of candidate submissions were, as expected, considerably down on the previous year as a consequence of the introduction of the New National Qualifications. This meant that there was dual running of Intermediate 2 and National 5 in 2014 and again in 2015. The total number of pupils presented at Intermediate 2 level was 3,900.

This involved a number of Markers in marking at both National 5 and Intermediate 1 and 2. Those who committed to both sessions have to be commended for their dedication and professionalism.

The quality of work was, as in previous years, extremely good, with many candidates gaining full marks in both practical components.

Team leaders commented on the very high standard, surpassing previous years, especially in the Expressive area.

Well developed and refined Design Units were also commented on.

## Question Paper

The 2014 paper was set to challenge candidates without being unfair. Pupils in the main responded well to their chosen questions, with the (b) parts of candidates' responses showing the styles, techniques and materials used by Artists and Designers had been well understood.

## Areas in which candidates performed well

### Expressive Folio

Candidates produced work of exceptional quality in Still Life and Portraiture. These were the two main areas of candidate submissions. Most showed considerable skill in drawing and in using their chosen media.

Some exceptional painting skills by candidates at this level were commented on by Markers.

### Design Folio

Overall Markers commented on the solid work that was submitted in the Design area. There were fewer units that displayed a lack of understanding of the design process, with the majority of candidates following their Design Briefs through to successful conclusions.

The most topical units were, as in previous years, produced in fashion, jewellery, and graphics.

Team leaders commented on the number of excellent Graphic Design units that were submitted.

Design briefs showed an improvement in quality over previous years, giving pupils the opportunity of exciting possibilities in their unit.

More candidates than in previous years produced good solutions to architectural design units.

### **Areas which candidates found demanding**

Few candidates at this level found any areas of the course too demanding. The majority showed a clear understanding of what is expected of them at this level. After several years of presentation, centres clearly understand the demands of the course.

Some candidates suffered due to undemanding/too complex Design Briefs. These though, were a very small minority.

### **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 appropriate Design and Expressive Units.

Centres should prepare candidates for the question paper by studying the work of Artists and Designers including their techniques, styles, sources of inspiration and materials used.

## Statistical information: update on Courses

Number of resulted entries in 2013	7217
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Number of resulted entries in 2014	2903
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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	58.8%	58.8%	1707	150
B	22.1%	80.9%	641	130
C	11.8%	92.7%	342	110
D	3.0%	95.7%	88	100
No award	4.3%	-	125	-

## 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.