Comparison document

(Version 2.2 April 2015 compared to previous version)

Higher Art and Design Course Assessment Specification (C704 76)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Valid from August 2014

This edition: ~~August 2014~~April 2015, version 2.~~1~~2

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Please refer to the note of changes at the end of this Course Assessment Specification for details of changes from previous version (where applicable).

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Course outline

Course title:	Higher Art and Design
SCQF level:	6 (24 SCQF credit points)
Course code:	C704 76
Course assessment code:	X704 76

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — portfolio	160 marks
Component 2 — question paper	60 marks
Total marks	**220 marks**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of a portfolio and a question paper.

Learners will draw on, extend and apply the skills they have learned during the Course. In the portfolio, learners will produce one piece of expressive art work and one design solution. The portfolio will be sufficiently open and flexible to allow for personalisation and choice and will focus on both the process and products of learning.

The question paper allows learners to demonstrate their knowledge and understanding of art and design practice. Learners will critically analyse and evaluate the work of artists and designers, showing awareness of the visual qualities and/or functional impact of the work.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C
For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A
For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit
To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a portfolio and a question paper. The portfolio will have two Sections. The question paper will have two Sections.

Component 1 — portfolio

The purpose of this portfolio is to assess the learner's ability to integrate and apply practical art and design skills and their knowledge and understanding of art and design practice across the Course.

The portfolio will provide evidence of the development and realisation of one single line of expressive enquiry and one single line of design enquiry. Learners will select one strong expressive and one design development idea from their previous work.

They will present a portfolio of art and design work which shows the creative starting point and the further development and realisation of these initial ideas. They will use their development work to produce one final piece of expressive art and one final design solution, before critically evaluating their final piece of expressive art and final design solution.

This portfolio will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to identify the creative development potential in their work
- the ability to confidently use selected art and design materials, techniques and/or technology expressively when responding to their expressive stimuli and design brief
- the ability to produce and critically reflect on the final piece of expressive art work and the final design solution
- the ability to present their work for assessment

The portfolio will have a combined total mark allocation of 160 marks.

This portfolio has two Sections.

Section A, titled 'Expressive folio', will have 80 marks.

~~Marking should~~Marks will be ~~approached holistically, with marks~~ awarded for:

- further developing the initial ~~expressive~~ idea~~/inspiration and further development work~~ in 2D and/or 3D formats, showing the learner's ability to creatively respond to a negotiated expressive theme/stimuli
- a final piece of expressive art in either 2D or 3D format as appropriate, which shows the learner's ability to realise their idea and produce a creative piece of expressive art work
- a critical evaluation of the final piece of expressive art work, reflecting on the impact of the learner's creative choices and decisions on the final art work

Section B, titled 'Design', will have 80 marks.

~~Marking should~~Marks will be ~~approached holistically, with marks~~ awarded for:

- further developing the initial ~~design~~ idea~~/inspiration and further development work~~ in 2D and/or 3D formats, showing the learner's ability to creatively respond to the challenges, opportunities and requirements of the design brief
- a final design solution in either 2D or 3D format as appropriate, showing their ability to realise their design idea and produce a creative and effective design solution
- a critical evaluation of the final design solution, reflecting on the impact of the learner's design choices and decisions against the requirements of the design brief

Component 2 — question paper
The purpose of this question paper is to assess learners' knowledge and understanding of art and design work and practice, and their understanding of the social and cultural contexts which influence artist's/artists' and designer's/designers' work and practice.

In the question paper, learners will demonstrate their ability to express personal supported opinions about examples of art and design work. They will analyse how art and design materials, techniques and/or technology have been used by others for visual impact and expressive effect. They will also demonstrate their understanding and critically analyse the external influences on artists' and designers' work and practice.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- the ability to analyse and evaluate how artists and designers have used and combined materials, techniques and/or technology for visual impact and creative and/or functional effect
- in-depth knowledge and understanding of contextual factors and their influence on art and design work and practice

The question paper will have 60 marks.

This question paper has two Sections, which are equally weighted.

Section 1, titled 'Expressive art studies', will have 30 marks. It will use extended response questions. Learners will answer **either** question one or question two, **and either** question three or question four.

Marks will be awarded for:

- critically analysing and responding to a piece of expressive art work and describing how specific elements are used in the work
- explaining the combined impact of these elements on the art work as a whole
- selecting art work(s) that relate to a given statement and:
  - discussing artist's/artists' use of specific elements in the art work(s)
  - explaining the influence of social, cultural and/or other factors on the art work(s)

Section 2, titled ‘Design studies’, will have 30 marks. It will use extended response questions. Learners will answer **either** question one or question two, **and either** question three or question four.

Marks will be awarded for:

- critically analysing and responding to a piece of design work and describing how specific elements are used in the work
- explaining the combined impact of these elements on the design work as a whole
- selecting design work(s) that relate to a given statement and:
  - discussing the designer’s/designers’ use of specific elements in the design work(s)
  - explaining the influence of social, cultural and/or other factors on the design work(s)

Setting, conducting and marking of assessment

Controlled assessment — portfolio
This portfolio is:

- set by centres within SQA guidelines
- conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment
Set by centres within SQA guidelines.

Conducting the assessment
Conducted under some supervision and control.

The portfolio will be developed in response to stimuli for expressive activity and a design brief. These will be agreed by centres and learners following SQA guidelines and the completed portfolio will be sent in to SQA for external marking.

The portfolio will be produced over an extended period of time. This allows learners the opportunity to develop, reflect on and refine their work before it is presented for external assessment/marking.

Some aspects of this work may happen outside class time. It is therefore important for teachers/lecturers to ensure that all of the work presented for assessment is the work of learners.

Question paper
This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in two hours.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the Higher Art and Design Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

Portfolio

- producing analytical drawings, related investigative studies and market research in response to stimuli
- the ability to demonstrate a considered response to their expressive theme/stimuli and design brief
- using visual and design elements creatively and for expressive effect
- skills in identifying further creative development potential in their work
- creative use of a range of art and design materials, techniques and/or technology when developing, refining and realising their ideas in 2D and/or 3D formats
- use of complex problem solving, planning and self-evaluation skills within the creative process
- the ability to develop and progress expressive and design lines of enquiry in response to an expressive theme/stimuli and a design brief

Question paper

- knowledge of the work of a variety of significant artists and designers in a minimum of two art and two design areas (historical and contemporary*)
- the ability to describe how artists and designers use materials, techniques and/or technology in their work, using descriptive art and design vocabulary
- knowledge and understanding of the visual and design elements
- understanding of the social, cultural and/or other factors and their influence on artists' and designers' work and practice

*'contemporary' defined as within the last 25 years

The external factors that influence artists' and designers' work and practice are wide-ranging. The term 'social and cultural' factors may be interpreted as widely as possible, and would include (but is not limited to):

- living conditions, including economic conditions
- social/cultural expectations
- influence of family and community
- influence of other artists/art movements
- exposure to different cultures
- physical environment/geography
- new and emerging technology
- politics
- gender
- religion/belief
- national/world events
- developments in other fields, eg science, literature

Administrative information

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History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	2.0	Page 2 — Question paper Component: marks increased to 60; total marks increased to 220. Pages 5–6 — Component 1 portfolio description expanded/clarified and skills, knowledge and understanding and marking updated to match Higher Portfolio Assessment Task/General Assessment Information wording. Pages 6–7 — Component 2 Question paper: mark allocation for question paper Sections increased to 30 marks. Descriptions of Sections, purpose and skills, knowledge and understanding updated in line with Higher specimen question paper. Page 8 — Question paper duration increased to two hours. Page 9 — Further mandatory information on Course coverage: text on Unit assessment removed and replaced with information on Course assessment.	Qualifications Development Manager	April 2014
	2.1	Pages 6–7 — 'Component 2 — question paper' section: wording revised to reflect revisions to the Specimen Question Paper. Page 9 — 'Question paper' section: final bullet point revised to reflect revisions to the Specimen Question Paper. Page 9 — Further mandatory information on Course coverage: additional text included to describe social and cultural factors.	Qualifications Manager	August 2014
	2.2	Pages 5 and 6 — 'Structure and coverage of the Course assessment section': bullet points amended to clarify what marks are awarded for in Sections A and B of the	Qualifications Manager	April 2015

		portfolio.		

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