



External Assessment Report 2010

Subject	Art and Design
Level	Intermediate 1

The statistics used in this report are pre-appeal.

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

In 2010 an increased number of candidates were presented at Intermediate 1, reflecting the trend over the last few years. The quality of work submitted was of a higher standard than in previous years, with 69.1% of candidates gaining an A-band pass.

Centre staff and candidates are to be commended for their effort and commitment to the subject at this level.

Markers commented on the increase in top mark folios compared to previous years.

Fewer candidates failed to meet the criteria at this level.

Overall, the submissions were of a more mature quality, with a greater number of candidates producing work of high standard in both activities.

Clear understanding of the requirements of the Design and the Expressive activities was evident.

Areas in which candidates performed well

Expressive

Still Life and Portraiture continue to be the two most popular choices in the Expressive area.

The quality of the work in Landscape, Built Environment, and Fantasy and Imagination was noted.

Markers commented that it was apparent that an increasing number of candidates were working from first-hand source material for their investigation sheets.

Many candidates experimented with a range of media, collage and mixed media on their development sheet, rather than just using the 'Two Compositions'.

Many outcomes were above Intermediate 1 level.

Design

This year, candidates' work displayed an improved understanding of the design process, and an enthusiasm for their design projects.

Exciting and experimental work was evident in the areas of lighting and hat design. Markers recorded that candidates performed particularly well in jewellery, lighting, hat design and graphics.

In general, the design briefs were well constructed and appropriate to the level of the candidate, thus assisting them in the development of their ideas and the production of a final piece.

Areas which candidates found demanding

Expressive

Although this is still a challenging area for some, there was a decrease in the number of candidates producing two compositions with no development on the second sheet.

Design

As in previous years, some centres set design briefs which are unrealistic for candidates at this level.

3D work can be problematic for some. It was evident that some centres presenting candidates using design briefs requiring a 3D solution did not encourage them to develop/experiment in 3D in the development sheet.

Advice to centres for preparation of future candidates

There were no new areas of concern raised in 2010, so as in previous years the following issues should be addressed.

Expressive

Where possible, centres should encourage candidates to draw from first-hand source material.

Exploring a wide range of drawing media would advantage candidates.

More experimentation, in the development stage, is to be encouraged.

The best Expressive work is generated when there is a strong theme. Centres are advised to encourage candidates to select a personal theme. **NB** Portrait is not a theme – but Sadness and Fear are.

Design

All centres submitting candidates' work must reference the quality in relation to the national standard and should use the Assessment Criteria and Course Assessment Specification document to arrive at the estimate.

Exemplification of the standards can be assessed on the Understanding Standards website:

www.understandingstandards.co.uk

At Intermediate 1, clear, concise and structured design briefs will help candidates to achieve a focused and relevant design process.

Centres should encourage candidates to select appropriate images for their design research and investigation sheets. All too often this sheet is simply a collection of random, irrelevant cut-outs from magazines.

Statistical information: update on Courses

Number of resulted entries in 2009	3287
Number of resulted entries in 2010	3875

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	68.6%	68.6%	2658	112
B	18.0%	86.6%	696	96
C	8.2%	94.8%	319	80
D	1.6%	96.4%	62	72
No award	3.6%	100%	140	–

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 judgmental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Head of Service 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.