

Principal Assessor Report 2004

Assessment Panel:

Art and Design

Qualification area

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

Intermediate 1, Intermediate 2

Statistical information: update

Number of entries in 2003	Intermediate 1	468
	Intermediate 2	2,324

Number of entries in 2004	Intermediate 1	801
	Intermediate 2	3,265

General comments re entry numbers

2004 saw a further increase in numbers at both levels. There was evidence that this increase was due to Centres entering candidates from S3/4. This trend is expected to continue.

Statistical Information: Performance of candidates

Distribution of awards

Distribution of awards (pre appeal data)	%	Cum %	Number of candidates	Lowest mark
Intermediate 2				
A	41.7	41.7	1362	217
B	28.2	69.9	922	186
C	18.6	88.5	607	155
D	4.5	93.0	146	139
No award	7.0	100.0	228	124
Intermediate 1				
A	35.1	35.1	281	196
B	21.7	56.8	174	168
C	21.0	77.8	168	140
D	6.6	84.4	53	126
No Award	15.6	100.0	125	112

General commentary on passmarks and grade boundaries

- While SQA aims to set examinations and create mark schemes which will allow a competent candidate to score a minimum 50% of the available marks (notional passmark) and a very well-prepared, very competent candidate to score at least 70%, it is almost impossible to get the standard absolutely on target every year, in every subject and level
- Each year we therefore hold a passmark meeting for each subject at each level where we bring together all the information available (statistical and judgmental). 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 senior management team at SQA
- We adjust the passmark downwards if there is evidence that we have set a slightly more demanding exam than usual, allowing the pass rate to be unaffected by this circumstance
- We adjust the passmark upwards if there is evidence that we have set a slightly less demanding exam than usual, allowing the pass rate to be unaffected by this circumstance
- Where the standard appears to be very similar to previous years, we maintain similar grade boundaries
- 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 are different. This is also the case for exams set in centres. And just because SQA has altered a boundary in a particular year in say Higher Chemistry 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
- Our main aim is to be fair to candidates across all subjects and all levels and maintain standards across the years, even as arrangements evolve and change.

Comments on grade boundaries for each subject area

Intermediate 2

Mean scores were up by several marks at the 70th and 30th percentiles, showing a strong candidature. The Pass mark was set at 155 as last year. The high number of As may be accounted for by the influx of Credit candidates entered from S4 as well as the candidates who are of Higher standard in one or both of the practical components, but owing to their weaknesses in the Art and Design Studies(written paper) had been presented at Intermediate 2.

Intermediate 1

Mean scores were down at the 30th percentile compared to the previous year, representing a poorer performance at the lower end.

Grade boundaries in 2004 remain the same as 2003 for both Intermediate 2 and 1. There has been no change to exam requirements, standards or marking instructions.

Comments on any significant changes in percentages or distribution of awards – pre appeal**Intermediate 2**

Candidates continue to perform extremely well at the top end. Credit candidates from S4 would account for the increase in the Upper A marks. Component 2 mean mark was 38.6 and this too was a significant increase.

88.5% A—C was in line with the previous year.

Intermediate 1

The number of No Awards was significant — 15.6%. There is an issue of Understanding Standards at the lower end of this level.

77.8% A—C showed a small decrease compared to the previous year.

Comments on candidate performance

General comments

Intermediate 2

The overall performance was extremely good and a large number of candidates achieved very high grades. The quality of work continues to be high. This year the Expressive Units were more impressive than last year with candidates showing a very good understanding of Research and Investigation, Development and Final Outcomes.

Design Activity in many centres was outstanding and the work was clearly focused, well selected and edited. There was an increase in the number of extremely well crafted 3D solutions.

The Research and Investigation sheets were much improved.

Intermediate 1

Standard of work was very good — especially in the Expressive folios.

Most pupils show a good understanding of the requirements of the Course.

Art and design Studies Paper 2

Several candidates achieved full marks. This year saw a significant improvement in the performance of the candidates in this exam. There is evidence that candidates are better prepared.

Intermediate 1 Summary

There continues to be a full range of ability and standards in these submissions. Often the work does not meet the requirements of a summary.

Areas of external assessment in which candidates performed well

Intermediate 2 and Intermediate 1

- ◆ Expressive folios demonstrated some excellent drawing and painting using a wide variety of media
- ◆ Still life, portrait and landscape were the most popular choices , but some very exciting fantasy and imagination work
- ◆ The quality of media handling and use of the visual elements was in some cases outstanding
- ◆ The Design folios were much more focused and well edited
- ◆ There was an increase in the number of exciting and creative 3D pieces.

Art and Design Studies — Paper 2

- ◆ Design and Visual Arts areas answered very well with candidates writing more than in previous years
- ◆ Product, Textile and Jewellery popular in the Design Section and Still Life and Portrait the most popular in Visual Art Section
- ◆ 2004 saw a much improved performance in this exam.

Intermediate 1 — Summary

- ◆ Some excellent work that demonstrated candidates were well prepared for this submission
- ◆ Too many candidates, however, are being penalised for not adhering to the requirements/criteria of a summary
- ◆ Many submissions were penalised for submissions being well under the required wordage of 200–300 words.

Areas of external assessment in which candidates had difficulty

Intermediate 2 and Intermediate 1

- ◆ All too often candidates were penalised for no market research/context in Design
- ◆ Candidates found difficulty in evaluating a 3D design Unit when there was no evidence of any involvement with 3D
- ◆ Too many fashion Units were not treated as 3D activity
- ◆ The Practical Assignment was better this year but candidates are not adhering to the requirements of the instructions — no photocopying, no tracing, no computer images
- ◆ Candidates are losing valuable marks for poor evaluations.

Art and Design Studies — Paper 2

- ◆ There is a significant improvement in the performance of this exam
- ◆ Candidates are making fewer mistakes (eg. by answering more than one question in each question)
- ◆ Candidates are well prepared and responded very well to this paper.

Intermediate 1

- ◆ Candidates continue to fail to offer personal critical comment in their submissions
- ◆ The work was often below the required wordage
- ◆ Candidates are failing to identify to a theme
- ◆ Some centres are submitting work that is strictly speaking not a summary — eg the response to an Intermediate 2 question.

Recommendations

Feedback to centres

Examine carefully the Course requirements, in particular the need for:

- ◆ careful selecting and editing of work for the three sheets
- ◆ expressive work to have a theme and research and investigation from first hand sources
- ◆ market research in the design Unit
- ◆ sheet 2 to show ideas that have been developed
- ◆ a good design brief
- ◆ some involvement with 3D if appropriate
- ◆ awareness of the value of a strong evaluation.

Do make use of the *Understanding Standards* document.

Intermediate 1 Summary

- ◆ do make sure the candidate identifies a theme and also makes some personal critical comment in the summary.