

## Principal Assessor Report 2004

**Assessment Panel:**

**Art and Design**

**Qualification area**

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

**PBNC DESIGN – Intermediate 2**

### **Statistical information: update**

<b>Number of entries in 2003</b>	5
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<b>Number of entries in 2004</b>	4
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### **General comments re entry numbers**

Numbers remain very low for Intermediate 2.

As in 2003 only one School submitted entries for PBNC Design Intermediate 2

Recommendation that this PBNC is marketed and promoted to schools and colleges.

## **Statistical Information: Performance of candidates**

### **Distribution of awards**

Marking Instructions have remained the same and therefore the distribution of awards and the Boundary marks were set at 170 for Upper A, 140 for Lower A, 120 for B and 100 for C.

### **Comments on any significant changes in percentages or distribution of awards**

Because of the very low uptake of this programme the statistical information gives limited accuracy to judge against other subjects, however taking into account previous years there has been a change in awards as follows:

- ◆ As have increased to 75% from 20% in 2003, 10% in 2002 and 11.1% in 2001.

### **Grade boundaries for each subject area included in the report**

Distribution of awards	%	Cum %	Number of candidates	Lowest mark
A	75	75	3	140
B	25	100	1	120
C	0	100	0	100
D	0			
No award	0			

### **Comments on grade boundaries for each subject area**

Grade Boundary samples from Intermediate 2 (Design part) of Art & Design were made available to marking team to compare and level standards for PBNC Intermediate 2.

Grade boundaries were set as above and performance in this PBNC is very good.

## **Comments on candidate performance**

### **General comments**

The standard of performance has increased from mid range boundaries upwards and centres understanding of standards are better at the top range boundaries with an 55% increase in As from last year.

For the second year there are no fails in this area. There is a recommendation that centres should consider taking the opportunity to enter students at this level as well as PBNC Design Higher .

### **Areas of external assessment in which candidates performed well**

Candidates performed well across the board at the upper levels.

Candidates entered at the correct level — Intermediate 2 perform well when they condense their work to four Boards instead of six boards for Higher.

Introducing second Brief of an exhibition display has given candidates more freedom to develop a slightly wider range of design areas including jewellery, fashion, product design, etc. This has given the PBNC Design a slightly wider choice of specialisms than in previous years and a chance for students to experiment more.

### **Areas of external assessment in which candidates had difficulty**

Research should be an analysis of the historical background of the selected exhibition theme as well as the contemporary aspects and issues of the theme

Centres must ensure that target markets are clearly identified explaining the selected visual theme and style and how it is appropriate for the target market on their boards.

## **Recommendations**

### **Feedback to centres**

Centres should consider levelling candidates at Intermediate 2 in PBNC Design as the assessment criteria works very well.

Centres should continue to develop the range of Design specialisms that this Practical Assignment can accommodate. Integration of work from Units Design in Context, Design in Realisation and Design in Action should be explored more fully in the Practical Assignment.

Centres should ensure that emphasis continues to be placed on sheet 4 which is worth 40 marks.

Centres should ensure candidates include comprehensive research of the historical background of the selected exhibition theme as well as the contemporary aspects and issues of the theme.

Centres must ensure that candidates clearly identify target markets explaining the selected visual theme and style and how it is appropriate for the target market on their boards.