

Principal Assessor Report 2003

Assessment Panel:

Art & Design

Qualification area:

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

PBNC Visual Art Higher (CO1B 12)

Statistical information: update

Number of entries in 2002	
Pre appeal	50

Number of entries in 2003	
Pre appeal	20

General comments re entry numbers

The number of entries was down on last year, however, this year saw a change in that two schools entered candidates whereas last year only colleges had entries. It is hoped the revision of the Visual Arts course units and the NABs will encourage more centres to become uplift the qualification.

Grade boundaries at C, B and A for each subject area included in the report

Grade Boundaries out of a total of 200 marks were:

- C - 100 marks
- B - 120 marks
- A - 140 marks

Comments on grade boundaries for each subject area

Comments on candidate performance

General comments

The overall standard of work was fairly poor, however, this was perceived by the marking team not only to reflect the candidates skill levels but also their level of understanding of what they had to produce for the project.

Some centres submitted **double** the maximum quantity of work that is required for each candidate.

The term **Figure Composition** was misunderstood and many candidates work was in '**Portraiture**' even although the brief clearly states 'Figure Composition'.

In many cases the figure drawing proved difficult and candidates were clearly not using first-hand sources as is stated in the requirements of the brief.

Candidates demonstrated a very basic understanding of 'interior' and 'exterior' locations and had difficulty integrating these with the figures. Little or no development of location drawings took place in much of the work.

The **Action Plans** and **Evaluations** were not well done with almost all candidates producing records of work rather than plans or evaluations, and it seemed that no account had been taken of the information relating to '**Candidate evidence and allocation marks**'.

All submissions were two dimensional with no three-dimensional work submitted.

Areas of external assessment in which candidates performed well

Some candidates demonstrated a good standard of figure/life drawing and in some cases the media was well chosen and well handled. At the investigation stage (sheets 1 and 2) the main media used was pencil, charcoal, colour pencil, pastel, conté pencil and ink. On the whole, these were well used and candidates showed good colour skills and were interpreting texture and tone fairly well.

In **some** cases, candidates' painting skills were excellent.

On the whole, it was clear that candidates performed better in the practical work.

Areas of external assessment in which candidates had difficulty

Overall, candidates struggled with drawing the figure. It was clear that many candidates were using second-hand sources, such as magazines for reference and that they had little understanding of anatomy.

Some candidates struggled with the presentation of anything more than very basic concepts of interior and exterior locations with little attempt being made to develop these, and in some cases, candidates did not include both locations in their folio.

Candidates were for the most part unable to show the development of ideas and continuity from sheets 1 and 2 to sheets 3 and 4. Often candidates final paintings (sheets 5 and 6) bore little or no relationship to the investigation and development stages. Sheets 5 and 6 were often a portrait, head and shoulders, a face or part of a face, or a single figure portrait. From this observation it is evident that candidates had difficulty with interpretation of the requirements of the Project.

Plan of Action: These were very poorly executed and in many cases were records of work which in some cases appeared to be retrospective. Timescales and information sources were mentioned rarely although most candidates did make reference to the materials they used.

Evaluation: Candidates tended to repeat much of what they had said in the Action Plan. For most candidates it was a record of work with no regard paid to the process or to the effectiveness of the Plan. Little evaluation took place other than at a very basic level of satisfaction or dissatisfaction with the final outcome. Candidates were able in some cases to identify their strengths and weaknesses with practical skills but unable to link these to assessing the effectiveness of research methods. Some candidates identified skills they had gained but this was not borne out by their practical work, equally some candidates stated that their work met with the requirements of the brief, which clearly it did not. Evaluation skills were poor and require more practice.

Recommendations

Feedback to centres

General feedback

- ◆ Teachers/Lecturers delivering the course must ensure that candidates work complies with the requirements of the Practical Assignment if the candidates are to succeed.
- ◆ Careful scrutiny of documentation which outlines the requirements of the course should be undertaken.
- ◆ Practical Assignment briefs need to be followed carefully.
- ◆ Work submitted should conform to the stipulated size, some centres submitted work which was more than double the normal requirements.
- ◆ Skills in the process of development of ideas need improvement as do skills in assembling the six sheets to show *continuity and development* of the candidates ideas.
- ◆ Candidates investigation work *must* be from first hand sources, this will improve the quality of the drawing.
- ◆ Careful teaching for the construction of the Action Plan and of the Evaluation process is required. Many candidates scored low grades for these elements because the work did not meet the assessment requirements.
- ◆ Selection and handling of media skills should be improved.

The sections needing to be scrutinised are contained in the document:

External Assessment
Visual Arts
Higher
CO1B 12
Practical Assignment

These are:

- ◆ Candidate evidence requirements and allocation of marks.
- ◆ Specific evidence requirements and assessment arrangements for the Practical Assignment for the Visual Arts Higher.
- ◆ Specific additional information, Marking and Grading.