

Principal Assessor Report 2004

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 2003	20
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Number of entries in 2004	13
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General comments re entry numbers

2004 saw the number of entries down due to one centre withdrawing a substantial number of candidates at a late date. In order to retain this Course it is hoped that more Centres will be encouraged to take up this qualification.

Statistical Information: Performance of candidates

Distribution of awards

Grade Boundaries out of a total of 200 marks

C — 100 marks

B — 120 marks

A — 140 marks

Comments on any significant changes in percentages or distribution of awards

Grade boundaries for each subject area included in the report

Distribution of awards	%	Cum %	Number of candidates	Lowest mark
A				140
B	15.4	15.4	2	120
C	15.4	30.8	2	100
D	7.7	38.5	1	
No award	61.5	100.0	8	

Comments on grade boundaries for each subject area

The grade boundaries remained the same as 2003. There was no change to the Course, the standard required, the marking instructions or the assessment of the work.

Comments on candidate performance

General comments

The overall standard of work continues to be very poor and the main problem is lack of understanding standards.

However, what was encouraging was the improvement of the presentation of work. Clearly the guidelines and support given to centres – who directed the candidates well in editing and selecting the work to be presented — was evident.

The logical progression from sheets 1 and 2 to 3 and 4 was much improved.

The term ‘Figure Composition’ continues to be misunderstood and many candidates submitted ‘Portraiture’.

Candidates do not perform well with the location drawing and also find difficulty in integrating it with the figure.

In this Project Based National Course the Action Plan and Evaluation play an important part and the information relating to Candidate Evidence and allocation of marks would be helpful to centres/candidates in determining what is required.

Areas of external assessment in which candidates performed well

Candidates performed better in the practical work. The presentation skills were improved. There was evidence in a few submissions of good use of media, skill in the use of colour and some ability in demonstrating texture and tone. Pencil, charcoal, coloured pencil and ink were more popular in the Investigation stage.

Areas of external assessment in which candidates had difficulty

Candidates continue to have difficulty in drawing the figure and those drawn from second hand sources (eg magazines) were less well done. The interior and exterior location work was often undeveloped — it is important to include both in the folio.

But it is the standard of work required that is the main problem.

Candidates are still not submitting Plans of Action to the required standards.

Candidates lost valuable marks in the Evaluation because little regard was paid to the process or the effectiveness of the Plan. Candidates must be able to link practical strengths and weaknesses to assessing the research methods. Evaluation skills require more practice.

Recommendations

Feedback to centres

- Since valuable marks are lost in the Plan and Evaluation it would be advisable for candidates to improve these areas.
- Continue to encourage candidates to work from first hand sources and to practise drawing skills using a wide range of materials.
- Continue the good practice of selecting, editing work onto appropriate sheets since this allows for a more focused process.
- Sheets 3 and 4 should be comprised of development work and should not include investigation work.
- Centres should continue to guide candidates to show strong links through the project from sheet 1 to the final solution.