

Art and Design: Advanced Higher

Courses: Art and Design Enquiry: Design
 Art and Design Enquiry: Expressive
 Art and Design: Research and Appreciation

Art and Design: Higher, Intermediate 2, Intermediate 1

Headroom provided by NABs	Orientation of Grade Descriptions	Basis of evidence for Estimates, Absentee consideration and Assessment Appeals
<p>Headroom provided in NABs covering practical work</p> <p>Some headroom in NABs covering written work</p>	<p>Output</p>	<p>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show a sufficient breadth of coverage of the content of the Units of each Course, and must relate to the Course Grade Descriptions. The evidence should be based on practical work and written work where appropriate.</p> <p>Evidence on which Estimates of attainment in practical work are based must be associated with both the Expressive Activities Units and the Design Activities Units, and must be derived from the folios of work for these Units. The NABs will provide full headroom for estimating performance in practical work.</p> <p>Evidence on which Estimates of attainment in written work are based can be generated from the Art and Design Studies and Research and Appreciation Units. This is certainly the case for the Advanced Higher and Intermediate 1 Courses and the NABs should provide full headroom for these levels. For the Higher and Intermediate 2 Courses it is recommended that Estimates of attainment in the Course are also based on evidence generated through an assessment instrument which reflects the standard and range of content of the external examinations (as indicated in the specimen question papers). Assessments thus devised by centres should contain questions on: critical evaluation of visual arts and design products and processes (at both Higher and Intermediate 2); and knowledge and understanding of both historical and contemporary contexts (at Higher only). Final Course Estimates should reflect the balance of marks allocated to practical and written work in the Course overall.</p> <p>Evidence collected for an Assessment Appeal should exemplify performance indicated by the Grade Descriptions. It should always include assessment evidence to cover the content of all the Units. Practical evidence for an Assessment Appeal may consist of additional work which was not submitted for external folio assessment (but generated before the date of the external assessment). However, at most levels it is unlikely that such additional evidence will be available. At Advanced Higher and Intermediate 1, evidence of written work for Assessment Appeals should be based on written work not submitted for external assessment (but generated before the external assessment). At Intermediate 2 and Higher, since the NABs do not provide full headroom for written evidence, the more summative assessment evidence will be useful. High-scoring evidence generated in the NAB Unit assessments at all levels will lend weight to an appeal. Evidence submitted should be augmented as necessary to include material generated towards the end of the Course (for the remaining Unit).</p>

Contact

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Summary: Evidence requirements for Estimates, Absentees and External Assessment Appeals

Estimates

Centres make Estimates of their candidates' expected attainment in National Courses. You should take care to ensure that Estimates reflect candidates' abilities against the requirements of the Course, not just the requirements for the Units which make up the Course.

Since Estimates relate to achievement of a Course, the assessment instruments which are used to generate evidence for Estimates should allow candidates opportunities to demonstrate attainment against the requirements for the Course. Assessment instruments which assess candidates' abilities against the outcomes of National Units can help with making decisions about Estimates. However, NABs cannot normally, on their own, generate sufficient evidence of how a candidate can perform against the assessment criteria (eg retention, integration) for a Course.

Absentees and External Assessment Appeals

Submissions for Absentee consideration and Assessment Appeals must be supported by valid, reliable evidence of the candidate's demonstrated attainment against the requirements for the externally-assessed components of the Course.

No past papers, including SQA past papers, will be accepted in their entirety as the assessment instrument used to generate evidence for Absentee consideration or External Assessment Appeals. However, questions selected carefully from a minimum of three past papers, preferably adapted (to ensure the breadth and depth of coverage required to satisfy the Course Grade Descriptions) can be combined to form a valid assessment instrument.

Where a centre is submitting Appeals for a significant proportion (ie more than 10%) of a cohort, it should send with the Appeals a rationale explaining why these candidates did not perform to the standard expected in the externally assessed component(s). Rationales will be used by Examiners to assist decision-making.

Evidence submitted for Absentee consideration and External Assessment Appeals must include:

- ◆ a copy of the assessment instrument(s) with details of the source of questions used (eg past papers) and associated marking schemes with cut-off scores which have been applied
- ◆ evidence which has been generated by these assessment instrument(s), before the date of the external assessment, and which has been marked in accordance with the marking schemes provided
- ◆ a clear indication of the completion date for each piece of evidence

It is the responsibility of centres to ensure the validity, reliability and security of assessment instruments, and authenticity of candidate evidence used for Estimates, Absentee consideration and External Assessment Appeals.