

## SQA Advanced Graded Unit Specification

### General information for centres

This Graded Unit has been validated as part of the SQA Advanced Certificate/Diploma in Art and Design. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit Title:** Art and Design: Graded Unit 1

**Graded Unit Code:** HT69 47

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit points and level:** 1 SQA Credit at SCQF level 7 (8 SCQF credit points at SCQF level 7\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the SQA Advanced Certificate or SQA Advanced Diploma in Art and Design:

- ◆ Develop an understanding of interdisciplinary connections between the various subject areas within Art and Design.
- ◆ Develop a critical thinking capacity and reflective evaluation processes within the visual arts.
- ◆ Develop awareness of the cultural, sustainable and industrial contexts in which art and design functions.
- ◆ Develop candidate's creative processes and visual language.
- ◆ Refine and demonstrate applied knowledge of a broad range of art and design skills in 2-D and/or 3-D areas.
- ◆ Take account of relevant health and safety considerations.

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**Recommended Prior Knowledge and Skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

HT3X 47      *Developmental Drawing*  
HT6J 48      *Art and Design Project*  
HT3V 47      *Art and Design: Creative Process*

**Core Skills:** The achievement of this Unit gives automatic certification of Problem Solving at SCQF level 5. There are also further opportunities to develop the Core Skill Information Technology and Communication at SCQF level 6 in this Unit.

**Assessment:** This Graded Unit will be assessed by the use of a practical assignment. The ‘fleshed-out’ practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Group Award that this Graded Unit covers. The Graded Unit should be undertaken on an individual basis. Candidates should be encouraged to select an appropriate project that involves them in developing a finished product, which requires the integration and application of a variety of knowledge and skills within a determined time scale. An exemplar instrument of assessment and marking guidelines have been produced to provide examples of the type of evidence required to demonstrate achievement of the aims of the Group Award covered by this integrative assessment and to indicate the national standard of achievement required at SCQF level 7.

Since the Core Skill of Problem Solving at SCQF level 5 is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model, you should seek prior verification of the assessment instrument(s) you intend to use to ensure that the Core Skill is still covered.

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### Administrative Information

**Graded Unit Code:** HT69 47

**Graded Unit Title:** Art and Design: Graded Unit 1

**Original date of publication:** August 2017

**Version:** 01

#### History of Changes:

Version	Description of change	Date

**Source:** SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

**FURTHER INFORMATION:** Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

## **SQA Advanced Graded Unit Specification: Instructions for designing the assessment task and assessing candidates**

**Graded Unit Title:** Art and Design: Graded Unit 1

### **Conditions of Assessment**

The candidate should be given a date for completion of the project. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance through a mentoring process in which the candidate may be encouraged to consider different aspects of their preparation for the project. Candidates will be entitled to a total of four structured mentoring sessions as follows: one at planning stage, two during the development stage and one before final submission. The mentoring sessions will have written feedback to the candidate (examples within the assessment exemplar). The assessment task should be marked as soon as possible after the completion date. The final grading given should reflect the quality of the candidate's evidence at the time of the completion date. Reassessment of this Graded Unit should give candidates the opportunity to select an alternative option from the planning stage and take it forward to completion. The candidate should have a maximum of two weeks from the original submission date to reassessment.

At this level, candidates should work independently. It is to the responsibility of the centre to take reasonable steps to ensure that the project is the work of the candidate. For example, centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

If a candidate fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, ie all stages are undertaken using a new project, assignment, case study, etc. In this case, a candidate's grade will be based on the achievement in the reassessment, if this results in a higher grade.

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task that involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

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The project must involve a practical assignment culminating in a finished product, and candidates must demonstrate the application of the skills and knowledge that fall within the context of Art and Design. This assessment instrument is not concerned exclusively with practical activity — candidates are provided with a project brief that allows them to prepare, plan and demonstrate creative skills.

The candidate will be asked to:

- ◆ interpret a project brief
- ◆ gather information in response to the project brief
- ◆ demonstrate the ability to integrate research, analysis and develop concepts into creative solutions
- ◆ demonstrate the application and use of a broad range of art and design skills
- ◆ demonstrate the application and use of a range of art and design materials
- ◆ produce a creative solution to a design brief
- ◆ evaluate the solution

The practical assignment and the way it is planned should allow opportunities for the candidate to conduct individual research and development within a choice of project briefs. The candidates should be provided with a choice of a minimum of four project briefs that reflect the diversity and range of the awarding centre. The project brief should allow a degree of choice in the way a project is taken forward so that it may reflect a candidate's interests and personal strengths. The projects should also be written so as to make the best use of a centre's available resources.

A mentoring system as described in the conditions of assessment above, would help the candidate to select an appropriate brief, and ensure the candidate was carrying out relevant preparation for the task.

The recommended approach to the project is one that requires candidates to integrate skills in order to produce a creative solution to a given project brief. The candidate should be asked to research, analyse, develop, and consider diverse creative solutions by using art and design materials, techniques and processes to produce a finished solution.

### **Stage 1: Planning**

Each candidate must provide his or her individual responses to each of the first two stages of the assignment. Individual responses should be presented in the form of a structured sketch book, work book, log book, digital plan or presentation and should include a time plan giving deadlines for the achievement of all significant stages of the project.

### **Stage 2: Developing**

The next stages will be evidenced by the production of completed two and/or three-dimensional artwork that has been developed from work in the sketch book, work book, log book, digital plan or presentation that was initiated as part of the planning process.

### **Stage 3: Evaluating**

The final stage will be evidenced by an evaluation of the project by the candidate. Candidates should critically reflect on the success of the final solution within the context of the brief and review the effectiveness of their planning process. Candidates should use suitable terminology to clearly justify creative decisions and to reflect on possible amendments that could improve the final solution.

## Guidance on grading candidates

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

Grade-related criteria	
Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Has a body of evidence for the three phases of the project that is produced to a high standard, is quite clearly inter-related and more than sufficient in quantity.</li> <li>◆ Demonstrates a justified interpretation of the brief which shows a high level of creativity.</li> <li>◆ Is highly focused and relevant to the tasks associated to the project.</li> <li>◆ Has cohesive and comprehensively developed concepts.</li> <li>◆ Demonstrates high level of competence in the safe handling of art and design materials, tools and equipment.</li> <li>◆ Demonstrates a high level of technical skills in the use and application of materials and techniques.</li> <li>◆ Displays high levels of evaluative skills.</li> <li>◆ Uses evaluative language which is accurate, comprehensive and appropriate.</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ Has sufficient evidence for the three phases of the project.</li> <li>◆ Demonstrates an acceptable interpretation of the brief.</li> <li>◆ Is relevant to the tasks associated with the brief.</li> <li>◆ Displays satisfactory structured concepts.</li> <li>◆ Demonstrates satisfactory competence in the safe handling of art and design materials, tools and equipment.</li> <li>◆ Demonstrates satisfactory technical skills in the use and application of materials and techniques.</li> <li>◆ Displays a satisfactory level of evaluative skills.</li> <li>◆ Uses evaluative language which is adequate in terms of accuracy and technical content.</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

- A = 70% — 100%
- B = 60% — 69%
- C = 50% — 59%

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**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project Stage	Minimum Evidence Requirements
Stage 1 — Planning <b>10 marks</b>	<p><b>Candidates must:</b></p> <ul style="list-style-type: none"><li>◆ Produce a timeline for the proposed project</li><li>◆ Interpret a project brief</li><li>◆ Gather information in response to the brief</li><li>◆ Investigate a variety of solutions to the brief</li><li>◆ Identify materials and resources to be used</li></ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing <b>75 marks</b>	<p><b>Candidates must:</b></p> <ul style="list-style-type: none"><li>◆ Use two/three dimensional techniques to produce developments in a range of media appropriate to the project brief</li><li>◆ Integrate research and concept development in final artwork or product</li><li>◆ Produce a completed artwork or product</li><li>◆ Meet all the requirements of the project brief</li><li>◆ Keep a record of the process underpinning the activity that includes:<ul style="list-style-type: none"><li>— The action plan</li><li>— Research and development</li><li>— Documentation of the art and design processes</li><li>— Alternative developments and solutions</li></ul></li></ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

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Project Stage	Minimum Evidence Requirements
Stage 3 — Evaluating <b>15 marks</b>	<p><b>Candidates must:</b></p> <ul style="list-style-type: none"><li>◆ Outline the development of the artwork/product</li><li>◆ Identify knowledge and skills which have been gained or developed</li><li>◆ Describe how the requirements of the brief have been met</li><li>◆ Assess the strengths and weaknesses of the processes undertaken in the project and of the final artwork or product produced</li><li>◆ Identify strategies for further development or improvement</li><li>◆ Present their evaluation using appropriate language and terminology and in a manner fitting to the nature of the final artwork/product produced</li></ul> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

### Support Notes

The Graded Unit is designed to harness the skills, knowledge and competencies that the candidate has gained during the majority of the course and in particular to reflect the skills and knowledge achieved during the mandatory Units. In designing the instrument of assessment for this Graded Unit, a holistic and integrated approach is recommended. The instrument of assessment or brief used should reflect the national standard of achievement required at SCQF level 7. An exemplar instrument of assessment and marking guidelines have been produced by SQA to provide examples of the type of evidence required to demonstrate achievement of the aims of the Group Award. The instrument of assessment or brief should be designed to cover the three mandatory stages of the project as well as covering the principal aims of the SQA Advanced Certificate/Diploma in Art and Design Group Awards. The three stages are:

- ◆ Planning
- ◆ Developing
- ◆ Evaluating

An approximate breakdown of the time and marks allocated to each stage are as follows:

Planning            10% = 10 marks  
Developing        75% = 75 marks  
Evaluating        15% = 15 marks

Candidates should undertake the Graded Unit as an individual project. The project should involve the development of a completed artwork or product, and the integration and application of a variety of knowledge and skills gained in the majority of the course already completed. This project should be completed within a pre-determined time scale. Time for mentoring and feedback should be allowed.



### Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

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### General Information for Candidates

This Graded Unit will bring together the skills, knowledge and techniques which you have developed during the majority of the SQA Advanced Certificate in Art and Design Group Award, or the first year of an SQA Advanced Diploma in Art and Design Award. The Unit will show your understanding and competence of the knowledge and skills in the Mandatory Units of the Art and Design Group Award. It will give you the opportunity to plan, develop and evaluate a project that reflects your abilities in art and design.

The Graded Unit will give you a chance to show their best advantage the knowledge and skills you have gained during the course

The project will be internally assessed by your tutor and subject to external verification by SQA. You will be graded A, B, C, fail/remediate for this Unit.

For this Unit you will work individually to a project brief **that requires you to produce an artwork or product and plan, develop and evaluate your project.**

You will:

- ◆ produce a timeline for the proposed project
- ◆ interpret a project brief
- ◆ gather information in response to the brief
- ◆ investigate a variety of solutions to the brief
- ◆ use two/three dimensional techniques to produce developments in a range of media appropriate to the project brief
- ◆ integrate research and concept development in a final artwork or product
- ◆ produce a completed artwork or product
- ◆ meet all the requirements of the project brief
- ◆ keep a record of the process underpinning the activity that includes:
  - the action plan
  - research and development
  - documentation of the art and design processes
  - alternative developments and solutions
- ◆ outline these development of the artwork/product
- ◆ identify knowledge and skills which have been gained or developed
- ◆ describe how the requirements of the brief have been met
- ◆ assess the strengths and weaknesses of the processes undertaken in the project and of the final artwork or product produced
- ◆ identify strategies for further development or improvement
- ◆ present your evaluation using appropriate language and terminology and in a manner fitting to the nature of the final artwork/product produced