



National 5 Art and Design

Course code:	C804 75
Course assessment code:	X804 75
SCQF:	level 5 (24 SCQF credit points)
Valid from:	session 2017–18

The course specification provides detailed information about the course and course assessment to ensure consistent and transparent assessment year on year. It describes the structure of the course and the course assessment in terms of the skills, knowledge and understanding that are assessed.

This document is for teachers and lecturers and contains all the mandatory information you need to deliver the course.

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Course overview

The course consists of 24 SCQF credit points which includes time for preparation for course assessment. The notional length of time for a candidate to complete the course is 160 hours.

The course assessment has three components.

Component	Marks	Duration
Component 1: question paper	50	1 hour and 30 minutes
Component 2: expressive portfolio	100	See course assessment section
Component 3: design portfolio	100	See course assessment section

Recommended entry	Progression
<p>Entry to this course is at the discretion of the centre.</p> <p>Candidates should have achieved the fourth curriculum level or the National 4 Art and Design course or equivalent qualifications and/or experience prior to starting this course.</p>	<ul style="list-style-type: none">◆ other qualifications in art and design◆ further study, employment and/or training

Conditions of award

The grade awarded is based on the total marks achieved across all course assessment components.

Course rationale

National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

Every course provides opportunities for candidates to develop breadth, challenge and application. The focus and balance of assessment is tailored to each subject area.

The National 5 Art and Design course allows candidates to improve their skills base and broaden their horizons regarding the range of careers available to them. Throughout the course, candidates develop creativity, perseverance, independence and resilience. Learning through art and design also develops candidates' ability to critically appreciate aesthetic and cultural values, identities and ideas.

Purpose and aims

The purpose of the National 5 Art and Design course is to provide a broad, investigative and practical experience of art and design. Creativity is the key focus of the course.

Candidates develop knowledge of art and design practice by studying artists and designers and their work. They also develop an understanding of expressive and design processes and accumulate and use a selection of related skills. The course provides opportunities for candidates to be inspired and creatively challenged through their work.

Who is this course for?

The course is a broad-based qualification. It is suitable for learners with an interest in art and design, and for those who would like to progress onto higher levels of study. It allows learners to consolidate and extend their art and design skills.

The course is learner-centred and includes investigative and practical learning opportunities. The learning experiences in the course are flexible and adaptable, with opportunities for personalisation and choice in both expressive and design contexts. This makes it highly accessible, as it can be contextualised to suit a diverse range of learners' needs and aspirations.

Course content

The course integrates investigative and practical learning, and knowledge and understanding of art and design practice.

In the course, candidates draw upon their understanding of artists' and designers' work and practice. They follow art and design processes to develop their own creative work. They also reflect on and evaluate their creative processes and the qualities of their expressive and design portfolios.

The course comprises two areas of study:

Expressive

This part of the course helps candidates plan, research and develop creative expressive work in response to a theme/stimulus. Candidates develop knowledge and understanding of artists' working practices and the social, cultural and other influences affecting their work and practice. They select a theme/stimulus and produce 2D/3D analytical drawings, studies and investigative research, and use this to produce a single line of development leading to a final piece. Candidates reflect on and evaluate their creative process and the visual qualities of their work.

Design

This part of the course helps candidates plan, research and develop creative design work in response to a design brief. Candidates develop knowledge and understanding of designers' working practices and the social, cultural and other influences affecting their work and practice. They select a design brief and compile a variety of 2D/3D investigative material and market research, and use this to produce a single line of development leading to a design solution. Candidates reflect on and evaluate their creative process and the aesthetic and functional qualities of their work.

Skills, knowledge and understanding

Skills, knowledge and understanding for the course

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- ◆ producing analytical drawings and related investigative studies in response to stimuli
- ◆ using visual elements expressively, showing a clear understanding of the subject matter
- ◆ producing focused investigative visual and market research for a design activity
- ◆ skills in using a range of art and design materials, techniques and/or technology creatively
- ◆ developing and refining a variety of creative ideas for art and design work in 2D and/or 3D formats
- ◆ describing how artists and designers use materials, techniques and/or technology in their work
- ◆ analysing the impact of social, cultural and other influences on artists' and designers' work and practice
- ◆ using problem-solving, planning and self-evaluation skills within the creative process

Skills, knowledge and understanding for the course assessment

The following provides details of skills, knowledge and understanding sampled in the course assessment:

Question paper

The question paper assesses the candidate's ability to:

- ◆ respond to unseen prompts and images
- ◆ demonstrate knowledge of the work of significant artists and designers from any time period
- ◆ comment on the work of artists and designers
- ◆ demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice (see list below)
- ◆ demonstrate knowledge and understanding of expressive art and design elements, using appropriate art and design vocabulary

The external influences on artists' and designers' work are wide-ranging. The term 'social and cultural influences' can be interpreted widely, and includes (but is not limited to):

- ◆ living conditions, including economic conditions
- ◆ influence of family and community
- ◆ influence of other artists/art movements
- ◆ exposure to different cultures
- ◆ physical environment/geography

- ◆ new and emerging technology
- ◆ politics
- ◆ gender
- ◆ religion/belief
- ◆ national/world events
- ◆ developments in other fields, eg science, literature
- ◆ personal circumstances
- ◆ health and wellbeing

Expressive portfolio

The expressive portfolio assesses the candidate's ability to:

- ◆ produce relevant investigative research appropriate to an agreed theme/stimulus
- ◆ produce a single line of development showing visual continuity with the investigative research
- ◆ demonstrate the refinement and realisation of the single line of development, leading to a final piece
- ◆ use a selection of materials, techniques and/or technology
- ◆ use the visual elements and expressive effects in response to the agreed theme/stimulus
- ◆ express justified personal opinions on their decisions and the effectiveness of the expressive qualities of their portfolio

Design portfolio

The design portfolio assesses the candidate's ability to:

- ◆ produce and compile investigative material and market research appropriate to the agreed design brief/design area
- ◆ produce a single line of development showing visual continuity with the investigative material and market research
- ◆ demonstrate the refinement and realisation of the single line of development, leading to a design solution
- ◆ use a selection of materials, techniques and/or technology for creative effect
- ◆ demonstrate understanding of design elements in response to the agreed design brief requirements
- ◆ express justified personal opinions on their decisions and the effectiveness of the design qualities of their portfolio

Skills, knowledge and understanding included in the course are appropriate to the SCQF level of the course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level (www.scqf.org.uk).

Skills for learning, skills for life and skills for work

This course helps candidates to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

These skills must be built into the course where there are appropriate opportunities and the level should be appropriate to the level of the course.

Further information on building in skills for learning, skills for life and skills for work is given in the course support notes.

Course assessment

Course assessment is based on the information provided in this document.

The course assessment meets the key purposes and aims of the course by addressing:

- ◆ breadth — drawing on knowledge and skills from across the course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This enables candidates to:

- ◆ demonstrate their knowledge and understanding of art and design practice in an extended-response format in a question paper
- ◆ produce a portfolio of expressive art work showing a selection of relevant 2D/3D analytical drawings, studies and investigative research, and the development of one idea leading to an expressive final piece
- ◆ produce a portfolio of design work showing a selection of relevant 2D/3D investigative material and market research, and the development of one idea leading to a design solution

Course assessment structure: question paper

Question paper

50 marks

The purpose of the question paper is to assess candidates' knowledge and understanding of art and design practice and issues.

The questions are designed to test candidates' ability to:

- ◆ comment on art and design work and critically respond to unseen prompts and images
- ◆ demonstrate knowledge and understanding of the impact of social, cultural and/or other influences on artists' and designers' work and practice
- ◆ give justified opinions on identified aspects of art and design practice and issues

The question paper has 50 marks (20% of the total mark) and has two sections which are equally weighted.

Section 1: Expressive Art Studies

This section has 25 marks. It contains six extended-response questions: one mandatory and five optional. Candidates should answer the mandatory question and one of the five optional questions.

Marks are awarded for:

- ◆ demonstrating specialist knowledge and understanding of art practice and issues
- ◆ with reference to unseen prompts, commenting on two works by different significant artists who have used similar subject matter and/or the same theme
- ◆ demonstrating knowledge and understanding of the impact of social, cultural and/or other influences on an artist's work and practice
- ◆ with reference to unseen prompts, commenting on a selected unseen expressive art image and giving justified opinions using appropriate art vocabulary

Section 1: Expressive Art Studies — question paper prompts

Mandatory question The mandatory question requires candidates to respond to three prompts from the following options.	Optional questions Examples of expressive art issues that could be included in the optional questions are included below.
<p>One from:</p> <ul style="list-style-type: none"> ◆ composition/arrangement ◆ media handling and/or techniques 	<ul style="list-style-type: none"> ◆ composition/arrangement ◆ media handling and/or techniques ◆ colour ◆ line ◆ tone ◆ texture ◆ shape and/or form ◆ pattern ◆ scale ◆ style ◆ subject matter/imagery ◆ mood and atmosphere ◆ visual impact
<p>One from:</p> <ul style="list-style-type: none"> ◆ colour ◆ line ◆ tone ◆ texture ◆ shape and/or form ◆ pattern 	
<p>One from:</p> <ul style="list-style-type: none"> ◆ scale ◆ style ◆ subject matter/imagery ◆ mood and atmosphere 	

Section 2: Design Studies

This section has 25 marks. It contains six extended-response questions: one mandatory and five optional. Candidates should answer the mandatory question and one of the five optional questions.

Marks are awarded for:

- ◆ demonstrating specialist knowledge and understanding of design practice and issues
- ◆ with reference to unseen prompts, commenting on two works by different significant designers who have worked within the same design area
- ◆ demonstrating knowledge and understanding of the impact of social, cultural and/or other influences on a designer's work and practice
- ◆ with reference to unseen prompts, commenting on a selected unseen design image and giving justified opinions using appropriate design vocabulary

Section 2: Design Studies — question paper prompts

Mandatory question The mandatory question requires candidates to respond to three prompts from the following options.	Optional questions Examples of design issues that could be included in the optional questions are included below.
One from: ◆ function ◆ fitness for purpose	<ul style="list-style-type: none"> ◆ function ◆ fitness for purpose ◆ materials and/or techniques ◆ target market/audience ◆ visual impact ◆ style ◆ influences/sources of inspiration ◆ imagery ◆ decoration ◆ layout ◆ lettering ◆ colour ◆ pattern ◆ shape and/or form
One from: ◆ materials and/or techniques ◆ target market/audience	
One from: ◆ visual impact ◆ style	

Setting, conducting and marking the question paper

This question paper is set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA.

Candidates complete this in 1 hour and 30 minutes.

Specimen question papers for National 5 courses are published on SQA's website. These illustrate the standard, structure and requirements of the question papers candidates sit. The specimen papers also include marking instructions.

Course assessment structure: expressive portfolio

Expressive portfolio

100 marks

The purpose of this portfolio is to assess candidates' ability to integrate and apply practical art skills and their knowledge and understanding of art practice across the course.

Throughout the portfolio, candidates have the opportunity to demonstrate skills, knowledge and understanding by:

- ◆ responding to their agreed theme/stimulus by producing relevant 2D/3D analytical drawings, studies and investigative research, and using this to produce a single line of development leading to a final piece
- ◆ using a selection of materials, techniques and/or technology, visual elements and expressive effects
- ◆ reflecting on and evaluating their creative process and the visual qualities of their portfolio with reference to their theme/stimulus

The expressive portfolio has 100 marks (40% of the total mark).

Course assessment structure: design portfolio

Design portfolio

100 marks

The purpose of this portfolio is to assess candidates' ability to integrate and apply practical design skills and their knowledge and understanding of design practice across the course.

Throughout the portfolio, candidates have the opportunity to demonstrate skills, knowledge and understanding by:

- ◆ responding to their design brief, producing and compiling a variety of relevant 2D/3D investigative material and market research, and using this to produce a single line of development leading to a design solution
- ◆ using a selection of materials, techniques and/or technology, and demonstrating their understanding of design elements
- ◆ reflecting on and evaluating their creative process and the aesthetic and functional qualities of their design portfolio with reference to their design brief requirements

The design portfolio has 100 marks (40% of the total mark).

Setting, conducting and marking the expressive portfolio and the design portfolio

The portfolios are designed to allow candidates to demonstrate their ability to work independently and are sufficiently open and flexible to allow personalisation and choice.

Candidates should be fully prepared before undertaking the portfolio assessment tasks, ie they should have the necessary skills and be made aware of the requirements of the assessment.

The portfolios are:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control
- ◆ submitted to SQA for external marking

All marking is quality assured by SQA.

Assessment conditions

Time

The portfolios are developed in response to an expressive theme/stimulus and a design brief, and are produced over an extended period of time, allowing candidates to develop and refine their work before it is presented for assessment.

Supervision, control and authentication

Under some supervision and control means:

- ◆ Candidates do not need to be directly supervised at all times.
- ◆ The use of resources, including the internet, is not tightly prescribed.
- ◆ The work an individual candidate submits for assessment is their own.
- ◆ Teachers/lecturers can provide reasonable assistance.

Resources

There are no restrictions on the resources to which candidates may have access while producing their portfolios.

Reasonable assistance

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to the formal assessment process taking place. The term 'reasonable assistance' is used to try to balance the need for support with the need to avoid giving too much assistance. If any candidates require more than what is deemed to be 'reasonable assistance', they may not be ready for assessment or it may be that they have been entered for the wrong level of qualification.

Candidates can seek clarification regarding the portfolio assessment tasks if they find them unclear. In this case, the clarification should normally be given to the whole class.

If a candidate is working on their portfolio and is faced with more than one possible solution to a problem, then the assessor may explore options with them. The assessor and candidate can discuss the pros and cons of each option. The candidate can then decide on a solution based on the discussion.

Once candidates have submitted their evidence, it must not be changed by either the teacher or candidate.

The SQA evaluation template is mandatory. Centres must not provide model answers or writing frames to assist candidates when completing their evaluations.

Evidence to be gathered

Volume

Candidates can present their work in a variety of ways; however, the overall maximum size for each portfolio should not exceed three A2-sized, single-sided sheets or equivalent. Portfolios must fold to a size not exceeding A1 for submission to SQA. Evaluations should be attached to the first sheet and not overlap work or extend beyond the three A2 sheets or equivalent.

There is no word count.

Refer to the National 5 Art and Design subject page for further information on portfolio submission.

Grading

A candidate's overall grade is determined by their performance across the course assessment. The course assessment is graded A–D on the basis of the total mark for all course assessment components.

Grade description for C

For the award of grade C, candidates will typically have demonstrated effective performance in relation to the skills, knowledge and understanding for the course.

Grade description for A

For the award of grade A, candidates will typically have demonstrated a highly effective level of performance in relation to the skills, knowledge and understanding for the course.

Equality and inclusion

This course is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/assessmentarrangements.

Further information

The following reference documents provide useful information and background.

- ◆ [National 5 Art and Design subject page](#)
- ◆ [Assessment arrangements web page](#)
- ◆ [Building the Curriculum 3–5](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Framework and SCQF level descriptors](#)
- ◆ [SCQF Handbook](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)
- ◆ [Educational Research Reports](#)
- ◆ [SQA Guidelines on e-assessment for Schools](#)
- ◆ [SQA e-assessment web page](#)

Administrative information

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History of changes to course specification

Version	Description of change	Authorised by	Date

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