

# Higher Art and Design

## Subject-specific guidance on gathering key evidence in session 2020–21



**Document updated 13 April 2021** — information about smaller centre-devised tasks added to 'Component 2: expressive portfolio' and 'Component 3: design portfolio' sections (pages 2–3).

Please read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

### Gathering key evidence for Higher Art and Design

This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during this process.

The following types of key evidence are likely to provide a good predictive value and may be helpful to you, although there may be other types of key evidence you would like to use.

#### Types of key evidence

A holistic review of a candidate's performance in Higher Art and Design should have as its focus three key pieces of evidence, generated by candidates completing:

- ◆ a question paper
- ◆ an expressive portfolio
- ◆ a design portfolio

The relative weightings of marks that contribute to Higher Art and Design course assessment are given below. You should consider these when reviewing candidates' evidence across the three components.

#### Component 1: question paper

The question paper has a relative weighting of 23% of the overall course assessment.

To align with the modifications that were made to the Higher question paper for session 2020–21, candidates can provide evidence for either the expressive art studies section or the design studies section.

You should gather evidence from occasions where candidates have been given opportunities to apply their learning of skills, knowledge and understanding in unseen situations. The most

valid form of evidence is produced in response to a question paper that has the same standard and format as an SQA question paper.

We will be releasing the 2021 Higher Art and Design question paper with marking instructions, and you can use this to gather evidence for your candidates. This will be a modified version asking candidates to complete either section 1: expressive art studies or section 2: design studies.

Centres may also create their own question paper that is of a similar standard to an SQA question paper. In doing so, they should refer to the [specimen question paper and marking instructions](#), and the [past paper and marking instructions for Diet 2019](#). These illustrate the standard, structure, and requirements of the question paper.

Candidates could also generate evidence by completing a series of responses to questions set during the course.

Evidence with a high predictive value for the question paper may be generated using a class test conducted under a high degree of supervision and control. This means that candidates should:

- ◆ be within direct sight of a teacher or lecturer
- ◆ not interact with other candidates
- ◆ not access email, the internet and mobile phones
- ◆ complete their work independently
- ◆ not have access to learning and teaching materials or their own notes
- ◆ not have sight of display materials which might provide assistance — these should be removed or covered

Evidence generated later in the year, once learning and teaching has taken place, has a higher predictive value than evidence generated early in the course.

## **Component 2: expressive portfolio — updated**

The expressive portfolio has a relative weighting of 38.5% of the overall course assessment.

Evidence with the highest predictive value would be an expressive portfolio, using the following guidance:

- ◆ [Coursework assessment task for Higher Art and Design — expressive portfolio](#)
- ◆ [Guidance on National 5 and Higher portfolios in session 2020–21](#)
- ◆ *N5 and Higher Guidance for Expressive portfolio assessment* — audio presentation containing visual exemplification of the guidance for session 2020–21 published on our [Understanding Standards audio presentations page](#)

Candidates could also generate evidence during the course by completing a series of smaller centre-devised tasks. The responses to these tasks could be used as key evidence on their own or considered alongside portfolio evidence.

### **Component 3: design portfolio — updated**

The design portfolio has a relative weighting of 38.5% of the overall course assessment.

Evidence with the highest predictive value would be a design portfolio, using the following guidance:

- ◆ [Coursework assessment task for Higher Art and Design — design portfolio](#)
- ◆ [Guidance on National 5 and Higher portfolios in session 2020–21](#)
- ◆ *N5 and Higher Guidance for Design portfolio assessment* — audio presentation containing visual exemplification of the guidance for session 2020-21 published on our [Understanding Standards audio presentations page](#)

Candidates could also generate evidence during the course by completing a series of smaller centre-devised tasks. The responses to these tasks could be used as key evidence on their own or considered alongside portfolio evidence.

### **Using additional assessment resources for session 2020–21: key information**

It is important that you use valid and reliable assessment when gathering evidence in session 2020–21.

In Higher Art and Design, SQA will provide a question paper for session 2020–21. Please note that the marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

The Higher Art and Design question paper will be available on SQA's secure website (and printed colour copies will be distributed to centres) — you must treat this confidentially, in the same way as other live assessment materials.

You have the option to use the question paper as an internal assessment for gathering candidate evidence. The question paper can be split to support assessments you carry out during class time.

If you use a question paper in part or in its entirety, you should remind candidates that they must not discuss the content of the paper with anyone, including friends, family or on social media.

## **Understanding the national standard**

Provisional results must be based on the evidence in front of you. Centres should ensure that evidence is judged in line with the national standard and that the weighting for each component is taken into consideration.

When making judgements on the question paper component, please refer to the following resources on the understanding standards website:

- ◆ [candidate evidence and commentaries for the question paper from Diet 2019](#)

The audio presentations provide visual exemplification for the portfolios. These will help you to make your judgements about your candidates' provisional results.