



Art and Design

Guidance on National 5 and Higher portfolios in session 2020–21

October 2020

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Portfolios

COVID-19 may continue to disrupt learning and teaching this session. You may be concerned about the impact on your candidates' coursework. This guidance document will help you to support your candidates as they work on their portfolios.

The Deputy First Minister has announced that National 5 exams will not take place in session 2020–21. An alternative certification model based on teacher and lecturer estimates will be used for National 5. This guidance should help centres to compile evidence for their National 5 candidates for the purpose of generating estimates.

At present, Higher assessments are still planned for 2021 and this will remain under review.

We appreciate that your candidates may have already started their portfolio work. The information below is for guidance only, and if the approach your centre and candidates would usually take is achievable this year then you can continue as normal.

Many candidates submit very full portfolios; however these often contain more evidence than is necessary. There is no need for candidates to use the maximum allocation of three A2 sheets or equivalent for each portfolio, or to fill blank spaces within the portfolio. A concise portfolio can often be completed within two A2 sheets or equivalent.

We have detailed the amount of work required for each stage of both the expressive and design portfolio.

Expressive portfolio	Design portfolio
<ul style="list-style-type: none">◆ selected theme◆ two investigation studies◆ two development studies◆ final piece — this need not be large scale. Smaller formats, such as A3 and A4 are acceptable◆ evaluation	<ul style="list-style-type: none">◆ design brief◆ three relevant examples of market research and one other piece of investigation, such as an image of a source of inspiration◆ two to four developments* depending on the design brief◆ design solution◆ evaluation
Total marks: 100	Total marks: 100

*Please read the table below for more guidance on design developments.

The table below gives guidance on how candidates can submit more concise portfolios and still access the full range of marks.

Expressive portfolio

The following guidance can be applied to the expressive portfolio.

Assessment task	Guidance notes
<p>Theme</p>	<ul style="list-style-type: none"> ◆ Encourage themes that give some personalisation and choice and allow your candidates to select subject matter that suits their preferences and level of ability. ◆ When planning, you should consider accessibility of themes and their related resource requirements. ◆ Candidates should have scope to show creativity in the use of composition, the visual elements, and with materials and techniques.
<p>Investigation</p> <p>National 5 Produce relevant investigative research in response to your theme or stimulus. This must include 2D/3D analytical drawings and/or studies. It may also include:</p> <ul style="list-style-type: none"> ◆ images that are directly relevant to your theme or stimulus ◆ experimentation with materials, techniques and technology <p>Higher Produce relevant and focused investigative research in response to your theme or stimulus. This must include 2D/3D analytical drawings and/or studies. It may also include:</p> <ul style="list-style-type: none"> ◆ images that are directly relevant to your theme or stimulus ◆ investigation of appropriate materials, techniques and technology 	<ul style="list-style-type: none"> ◆ We have amended the candidate instructions, shown in the left column, to clarify the requirements for this section. ◆ Candidates can access the full range of marks with two relevant drawings and/or studies. ◆ Candidates should incorporate subject matter used in their investigation work in their subsequent development and final piece to show visual continuity.

Assessment task	Guidance notes
<p>Development National 5 Demonstrate a single line of development that shows visual continuity with the work you produced in response to your theme/stimulus.</p> <p>Higher Produce a single line of focused development showing visual continuity with your investigative material.</p>	<ul style="list-style-type: none"> ◆ Candidates can access the full range of marks with two development studies. ◆ Developments should show creative use of: <ul style="list-style-type: none"> — compositional elements, such as viewpoint, framing, use of space, focal point, and balance — visual elements, such as line, tone, colour, shape, form, texture and pattern, as appropriate — materials and techniques, as appropriate — style, mood and atmosphere, and visual impact ◆ At this stage, your candidates should be selecting materials they are considering using for their final piece so that they can explore these, develop their techniques, and make final decisions. ◆ There are no rules about the number or type of materials candidates can use. You should encourage individual candidates to express their preferences and play to their strengths. ◆ Candidates may choose a limited selection of materials. Marks are awarded for their ability to creatively use their selected materials, techniques and/or technology. For example, a candidate may choose to focus on dry media, monochromatic materials, or a specific technique, such as printmaking or painting. There is no requirement for candidates to use multiple types of materials or techniques. ◆ 3D developments should be photographed from different viewpoints.

Assessment task	Guidance notes
<p>Final piece</p> <p>National 5 Refine this expressive idea and produce a final piece which maintains visual continuity with your development work.</p> <p>Higher Refine this single line of development and produce a final piece which maintains visual continuity with your development work.</p>	<ul style="list-style-type: none"> ◆ There is no discrete mark for the final piece. Marks are awarded for process and skills across the portfolio. ◆ The final piece does not need to be a painting. Candidates should work in a media that is most appropriate to them and their portfolio. ◆ There is no need for candidates to produce a large-scale final piece. They may decide to work in a smaller format, such as A3 or A4. This could be because of the time available, or their own preference. ◆ 3D outcomes should be photographed from different viewpoints.
<p>Evaluation</p> <ul style="list-style-type: none"> ◆ Candidates must complete their evaluation on the SQA expressive evaluation template. ◆ The evaluation must be attached to the first sheet of the expressive portfolio. 	<p>Once candidates are prepared for their evaluations, they must complete them independently. This means you must not provide them with:</p> <ul style="list-style-type: none"> ◆ model answers ◆ writing frames (for example part-completed template responses or starter sentences) <p>Candidates can complete their evaluations in class or at home, if you are confident that they are the candidates' own work.</p>

Design portfolio

The following guidance can be applied to the design portfolio.

Assessment task	Guidance notes
<p>Design brief</p>	<ul style="list-style-type: none"> ◆ Consider design briefs that candidates can complete in the available time. Some design areas and briefs tend to be more time-consuming than others. ◆ To save time with 3D design portfolios, candidates can be asked to produce a concept model or a scale model, rather than a fully realised prototype. ◆ Think about briefs that enable candidates to use accessible materials and quick techniques. ◆ Candidates should avoid design briefs with multiple outcomes as these make the task very complex. For example, instead of a design brief that asks the candidate to design a logo and repeat pattern and apply this to a packaging design, the design brief could ask the candidate to focus on one outcome — either a logo, a repeat pattern, or a packaging design. ◆ Design briefs should contain information on: <ul style="list-style-type: none"> — aesthetic requirements — functional requirements — target audience or market
<p>Investigation</p> <p>National 5</p> <p>Produce and compile relevant 2D/3D investigative material and market research appropriate to the design brief.</p> <p>Your investigative material may include:</p> <ul style="list-style-type: none"> ◆ images that are directly relevant to your design brief 	<ul style="list-style-type: none"> ◆ We have amended candidate instructions for National 5, shown in the left column, to align with Higher and to clarify that there is no requirement for candidates to produce drawings for this section. Candidates can save time by using images instead of drawings at this stage. Marks are awarded for relevance to the brief and not for drawing skills. ◆ Candidates can access the full range of marks with three relevant examples of market research and one other piece of

Assessment task	Guidance notes
<ul style="list-style-type: none"> ◆ experimentation with materials, techniques and technology <p>Higher Produce and compile relevant and focused 2D/3D investigative research and market research appropriate to the design brief.</p> <p>Your investigative material may include:</p> <ul style="list-style-type: none"> ◆ images that are directly relevant to your design brief ◆ investigation of appropriate materials, techniques and technology 	<p>relevant research, such as an image of a source of inspiration.</p>
<p>Development</p> <p>National 5 Demonstrate a single line of development that shows visual continuity with the work you produced and compiled in response to your design brief.</p> <p>Higher Produce a single line of focused development showing visual continuity with your investigative material and market research.</p>	<p>The amount of development needed to access the full range of marks can vary depending on the complexity of the outcome. Further guidance is given below.</p> <p>Development must focus on one idea only.</p> <p>2D design</p> <ul style="list-style-type: none"> ◆ For design briefs involving many different considerations, such as posters and book covers, candidates can demonstrate their design development skills with two layout developments along with any associated development of imagery and lettering, as appropriate. ◆ For design briefs involving fewer considerations, such as repeat pattern and logo design, candidates can demonstrate their design development skills with four layout developments along with any associated development of imagery and lettering, as appropriate. ◆ Developments should show experimentation with: <ul style="list-style-type: none"> — imagery, motifs and/or lettering, as appropriate — simplification and stylisation of imagery

Assessment task	Guidance notes
	<ul style="list-style-type: none"> — photographic or digital manipulation, if appropriate — layout ◆ Developments should show consideration of: <ul style="list-style-type: none"> — style — fitness for purpose — for example, clarity and readability — visual impact — how striking and memorable the design is — how it will appeal to and/or communicate to the target audience or market <p>3D design</p> <ul style="list-style-type: none"> ◆ For 3D design, candidates can demonstrate their design development skills with two developments in the form of mock-ups, samples and/or models and/or illustrations. ◆ Developments should show experimentation with: <ul style="list-style-type: none"> — functional elements — visual elements (line, tone, colour, shape, form, texture and pattern, as appropriate) — selected materials, techniques and construction methods (There is no requirement to work with multiple types of materials. Candidates may decide to focus on a specific material and technique.) ◆ Developments should show consideration of: <ul style="list-style-type: none"> — style — fitness for purpose — for example stability, weight, ergonomics, safety, durability, how it fulfils its function

Assessment task	Guidance notes
	<ul style="list-style-type: none"> — visual impact — how striking and memorable the design is, or how well it will fit into its environment — how it will appeal to and meet the needs of the target market ◆ For 3D design, candidates should show the developments from different viewpoints. It can also be useful to show details of important features, perhaps relating to functionality. 3D design developments shown from only one viewpoint do not demonstrate adequate consideration (for example, a fashion illustration showing only a front view).
<p>Design solution</p> <p>National 5 Refine this design idea and produce a design solution which maintains visual continuity with your development work.</p> <p>Higher Refine this single line of development and produce a design solution which maintains visual continuity with your development work.</p> <p>Your work should show creative and skilful use of appropriate:</p> <ul style="list-style-type: none"> ◆ materials, techniques and/or technology ◆ design elements and aesthetic and functional effects (for example, aesthetics, style, layout, function, safety, balance, ergonomics, wearability, target market, visual impact, visual elements) 	<p>There is no discrete mark for the design solution. Marks are awarded for process and skills across the portfolio.</p> <ul style="list-style-type: none"> ◆ The design solution should show: <ul style="list-style-type: none"> — a visual connection with the previous development work — further refinement of the idea, for example, improvements to the aesthetics, fitness for purpose, visual impact, appeal to the target audience or market — it should not just be an enlarged version of a development. ◆ For 2D design, candidates can produce the solution using traditional or digital techniques. For repeat pattern, it can be useful to show a visualisation of the design applied to a garment, product or interior to give an indication of scale. ◆ For 3D design, the solution can be an item or model photographed from different viewpoints. Very effective models can be made in basic materials, such as paper and card. ◆ It is acceptable to present a 3D design solution as traditional and/or digital illustrations showing the design from different viewpoints. It can be useful to

Assessment task	Guidance notes
	highlight any important features and indicate the materials that would be used.
<p>Evaluation</p> <ul style="list-style-type: none"> ◆ Candidates must complete their evaluation on the SQA design evaluation template. ◆ The evaluation must be attached to the first sheet of the design portfolio. 	<p>Once candidates are prepared for their evaluations, they must complete them independently. This means you must not provide them with:</p> <ul style="list-style-type: none"> ◆ model answers ◆ writing frames (for example part-completed template responses or starter sentences) <p>Candidates can complete their evaluations in class or at home, if you are confident that they are the candidates' own work.</p>