



## **Alternative Certification Model 2020–21: National QA Exercise Key Messages**

<b>Subject</b>	<b>Art and Design</b>
<b>Level</b>	<b>Advanced Higher</b>

This report provides information on themes emerging from the national quality assurance exercise, which is part of the Alternative Certification Model for National 5, Higher and Advanced Higher courses.

A sample of candidates' assessed work from selected centres was reviewed to determine whether assessment was in line with the national standard. The evidence submitted may have been partial or incomplete and is unlikely to have represented all of the evidence that will be gathered to allow the centre to determine a provisional result.

The centres selected for review in this subject and at this level have been provided with specific feedback on the evidence that they submitted. The comments below highlight key points about the assessment approaches and instruments used and the sampled centres' assessment judgements, for all centres delivering the subject at this level to reflect upon and make any appropriate adjustments.

## **Section 1: Comments on approach to assessment**

The maximum and minimum number of sheets has been reduced from 8 to 16 A1 sheets to 6 to 12 A1 sheets. This change has been generally welcomed by centres.

Centres provided information on their assessment judgements, with most centres presenting a detailed breakdown of marks based on the detailed marking instructions from the portfolio assessment task documents.

Most centres included assessment from a verifier or second marker. This detailed marking was often shown together with comments on assessment judgements by marker and verifier. Practical work was frequently shown clearly and to good effect on PowerPoint. The contextual analysis was either complete or well advanced and generally well-illustrated.

All candidates were working on, or had completed, the SQA portfolio assessment tasks, which were valid assessment instruments.

Most of the practical work was visually coherent, with research and development strongly linked. Although outcomes were often in an 'ongoing' state, they were effectively linked to development work. In some folios there was little reference to Art or Design practice.

## Section 2: Comments on assessment judgements

The assessment judgements were accurate in most centres.

In instances where, following review, a centre's marking was found to be lenient or severe, there appeared to be difficulties in assessing ongoing work. In these circumstances, guidance was provided to centres to help bring their assessment judgements in line with the national standard.

All the folios we looked at were in various stages of completion and it reflects well on the procedures of internal assessment that so many were found to be judged in line with the national standard.

Where marking instructions were applied too leniently or severely, specific guidance was provided to centres to bring assessment judgements in line with the national standard.

No obvious trends in assessment judgements were identified across the centres selected. There were no specific sections of the portfolios, including the contextual analysis, that centres were consistently marking outwith the national standard.

In most cases, evidence included assessors' comments and other relevant supporting evidence that clearly showed the basis for assessment judgements.

In most cases, there was clear evidence that centre moderation processes were thorough, detailed and highly effective.

The evidence provided showed a real sense of engagement from candidates and the feedback provided by the assessors was detailed, helpful and supportive.

There was clear evidence that teachers and lecturers are working hard to develop and to encourage the skills, knowledge and understanding necessary for this course.

Reviewers were impressed by the personalisation of many folios. Themes such 'Lockdown' and folios featuring 'Time', or 'the Seasons' seen through the window, or a design project creating fantasy characters, or an illustration project on 'Rapunzel' seemed to reflect all the frustration of being stuck indoors.

The contextual analysis was generally done well. This written work was well focussed and often presented in a series of headed paragraphs and appropriate illustrations.