



National  
Qualifications  
2016

# 2016 Art and Design

## National 5

### Finalised Marking Instructions

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## General Marking Principles for National 5 Art and Design

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) It is possible that some candidates could have investigated artists and designers who are not known to the marker. In such cases, markers are expected to familiarise themselves with the artists'/designers' work before marking the response.
- (e) Markers should consider the extent to which the candidate's response demonstrates their knowledge and understanding of art and design practice.
- (f) Marks should not be awarded for mere descriptive comment. At this level, candidates are expected to justify their answers. To gain marks, candidates must develop points made. For example,  
  
    'The artist has used a lot of red in the portrait' would not gain a mark as it is simply descriptive, but  
  
    'The artist has used a lot of red in the background of this portrait. This suggests to me that the subject is angry as we tend to associate red with this emotion', would gain a mark, as this answer shows some understanding of the expressive potential and use of specific colour and a more analytical response.
- (g) No marks should be awarded for simply repeating information from the legend. Where candidates develop and use this information to justify their opinion or qualify their answer, credit can be given.
- (h) Candidates must answer all aspects of the question to gain full marks. 8 marks are available for responding to aspects relating to expressive art or design. If only two of the three aspects are covered, then 1 mark cannot be accessed and a maximum of 7 marks can be gained by the candidate. If only one aspect is covered, the candidate can gain a maximum of 6 marks for this part of the question. Likewise, the questions require candidate to give two justified opinions and candidates must make two valid and substantiated points relating to the question to gain both marks.

### Overview

National 5 level candidates are required to demonstrate knowledge and understanding of key art and design issues, and knowledge and understanding of the work of at least two artists and two designers. The format of the questions reflects this emphasis. Each section has two equally demanding parts.

The questions are designed to test candidates' ability to respond critically to images of visual arts and design products and to form and substantiate judgements about identified aspects of art practice and design issues.

The questions require candidates to demonstrate their understanding of art and design issues in an extended response format.

### **Mandatory questions (Q1 and Q7)**

In these questions, candidates are required to demonstrate knowledge and understanding of key art and design issues and knowledge and understanding of the work of two artists and two designers. This question assesses the candidates' ability to identify similarities and differences in artists'/designers' approaches with explicit reference to their use of visual/design elements and to make comparisons between identified examples of their work.

Candidates are required to select specific art and designs works for comparison. They may name the works. For example,

'I have chosen 'Pyramid of Skulls' by Cezanne and 'Still Life with Bull's Skull' by Picasso.'

'I have selected a lamp by Louis Comfort Tiffany and a lamp by Philippe Starck.'

The works may also be identified through the detail given within the response.

Where a candidate identifies the artists or designers, but fails to identify specific works, the marker must make a judgement as to whether the response communicates a knowledge and understanding appropriate to this level. To apply marks, the marker must be convinced that two specific works are being compared and that the candidate is not making comments on the artists' and/or designers' works in general.

In these questions, candidates are expected to provide substantiated reasons to support their personal opinions. One mark should be awarded for each relevant, justified point, which answers the question up to a maximum of 10 marks. Markers should follow the specific marking guidance for each aspect of these questions in the marking instructions table.

Candidates who discuss only one artist/designer in their answer have not fully answered the question and may only gain a maximum of 5 marks. Should this occur, answers should be marked according to the specific marking instructions for these questions.

Candidates are expected to demonstrate their knowledge and understanding with reference to specific artworks/designs.

In SECTION 1, Expressive Art Studies, question 1, candidates will respond to the question by comparing two works of art with a common stimulus/theme.

Candidates may select works which have common subject matter or are of the same genre. However, the candidate may have selected examples based on a thematic approach which is not immediately apparent and this is acceptable. There is no requirement for the candidate to explain their selection. Markers should apply the marks as per the marking instructions.

In Expressive Art Studies questions, where the term 'artist' is used it should be interpreted in its broadest sense, covering painting, printmaking, photography, sculpture, installation, animation, film and video. They may also refer to groups of artists rather than individuals (eg artists who work in pairs/groups such as the Boyle family), and this is acceptable.

In SECTION 2, Design Studies, question, candidates will respond to the question by referring to two specific examples of designers' work. They will be asked about visual aspects and functional design issues in relation to the works they have selected.

In the Design Studies questions, the term 'designer' should also be inclusive of any form of design. Occasionally candidates may refer to collections of designs (particularly in fashion/textiles answers), and this is acceptable.

Candidates are directed to select works from the same design area. Markers should be aware that candidate may select disparate examples from a particular design area, for example a chair and a kettle in Product Design. This is acceptable. Markers should apply the marks as per the marking instructions.

Candidates may also refer to groups of designers rather than individuals (eg Alessi or Timorous Beasties), and this is acceptable.

### **Optional questions (Q2-6 and Q8-12)**

These questions require candidates to give a personal response to one selected image from a choice of supplied images. They will demonstrate their understanding of specialist art and design vocabulary when commenting on key aspects of art and design practice and justifying their answers and opinions.

One mark should be awarded for each relevant, justified point, which answers the question up to a maximum of 10 marks. Markers should follow the specific marking guidance for each aspect of the questions provided in the table.

If a candidate answers more than one optional question in either section of the question paper, the answers should be marked and the response that gains the highest marks should be recorded.

In SECTION 1, Expressive Art Studies, they will comment on an unfamiliar image, demonstrating an understanding of important aspects of the artist's work.

In SECTION 2, Design Studies, they will comment on an unfamiliar image, demonstrating understanding of specific design issues

## Part Two: Marking Instructions

### Section 1 - Expressive Art Studies

Question		Max Mark	General Marking Instructions	Specific Marking Instructions
1.		10	<p>All candidates will answer this question. Candidates are expected to demonstrate their knowledge and understanding with reference to <b>two</b> specific artworks.</p> <p>The two selected examples of artwork should clearly contain similar subject matter or be based on the same theme, eg two portraits, two still life paintings with similar objects, two coastal landscapes, two works based on war, fantasy, dance, etc.</p> <p>This question allows candidates to compare artists' approaches with explicit reference to specific elements. In the extended response, candidates will make direct comparisons between selected examples of artwork. They will also be asked to make a judgement on a specific issue. They will be required to give two reasons for their response.</p>	<p>The maximum marks available for this question is <b>10 marks</b>. Candidates' responses can be credited in a number of ways.</p> <p>Candidates are asked to compare both artists' use of:</p> <ul style="list-style-type: none"> <li>• composition/arrangement</li> <li>• style</li> <li>• colour</li> </ul> <p>This will include a comparison of how the artist has used the selected elements. Candidates will also identify which of the two works they find most interesting, and justify the reasons why.</p> <p>A <b>maximum of 8 marks</b> are available for comparing the <b>two</b> selected artworks. Appropriate answers here would include commenting on:</p> <ul style="list-style-type: none"> <li>• the compositional/arrangement and the effect on the works</li> <li>• the style of each of the works and the influences and/or effects</li> <li>• the artists' use of colour for expressive effect and how this has been achieved</li> <li>• <b>any other well-justified comments relating to composition/ arrangement, style and colour</b></li> </ul>

Question	Max Mark	General Marking Instructions	Specific Marking Instructions
		<p>Candidates who discuss only one artist can only gain a <b>maximum of 5 marks</b>. Answers should be marked according to the specific marking instructions should this occur.</p>	<p>Candidates who have not responded on <i>composition/arrangement, style and colour</i> cannot gain the full 8 marks available; at least one valid point must be made on each aspect of the question.</p> <p>A total of 2 marks are available for identifying which of the artworks is the most interesting to the candidate, giving two justified reasons. Marks should not be awarded for repeating earlier points, if these points have not been developed in any way.</p> <p>Where candidates' answers only discuss one artist in their answer, marks should be awarded as follows:</p> <p>A <b>maximum of 3 marks</b> are available for discussing artwork with reference to one artist's use of the specific elements.  A <b>maximum of 2 marks</b> are available for explaining why they find the artist's work interesting, giving reasons.</p>

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2.	10	<p>Candidates are asked to choose and respond to <b>one</b> other question from this section of the paper.</p> <p>There is a <b>choice of five</b> different questions for personalisation and choice (Q2-6).</p> <p>Each of these questions asks candidates to:</p> <ul style="list-style-type: none"> <li>comment on the artist's methods or approach to the subject and their use of specific elements</li> <li>give their opinion on the work, justifying their opinions</li> </ul> <p>Marks should not be awarded for mere descriptive comments or simply repeating information from the legend. To gain marks, candidates must develop points made.</p> <p>Any substantiated comments and valid, justified personal opinions should be rewarded. These opinions can be either positive or negative.</p>	<p>The maximum marks available for this question is <b>10 marks</b>. Candidates' responses can be credited in a number of ways up to a <b>maximum of 10 marks</b>.</p> <p>This question asks candidates to:</p> <ul style="list-style-type: none"> <li>comment on the artist's approach referring to composition, line and colour</li> <li>comment on their opinion of the style of this painting, giving two justified reasons</li> </ul> <p>Marks can be awarded for relevant substantiated comments or points relating to the artist's use of composition, line and colour. One mark should be awarded for each relevant point made up to the maximum of <b>8 marks in total</b>.</p> <p>A maximum of <b>2 marks</b> may be awarded for giving reasons for their personal opinion of the style of this painting. One mark should be awarded for each relevant justified point made up to the maximum of <b>2 marks in total</b>.</p> <p>The table below outlines appropriate candidate comments which they could have developed in their answer.</p> <table border="1" data-bbox="1084 999 2078 1321"> <tr> <td data-bbox="1084 999 1339 1321"><b>Composition</b></td> <td data-bbox="1339 999 2078 1321"> <ul style="list-style-type: none"> <li>emphasising scale with tall rectangular shapes</li> <li>an 'X' shape divides the image</li> <li>gives a sense of scale</li> <li>railway tracks lead the viewer into the painting</li> <li>multiple viewpoints</li> <li>fragmented image</li> <li><b>any other well justified comments regarding composition</b></li> </ul> </td> </tr> </table>	<b>Composition</b>	<ul style="list-style-type: none"> <li>emphasising scale with tall rectangular shapes</li> <li>an 'X' shape divides the image</li> <li>gives a sense of scale</li> <li>railway tracks lead the viewer into the painting</li> <li>multiple viewpoints</li> <li>fragmented image</li> <li><b>any other well justified comments regarding composition</b></li> </ul>
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## Section 2 - Design Studies

Question	Max Mark	General Marking Instructions	Specific Marking Instructions
7.	10	<p><b>All candidates</b> will respond to this question. Candidates are expected to demonstrate their knowledge and understanding with reference to two specific designs.</p> <p>This question allows candidates to compare similarities and differences in designers' approaches/use of specific elements. In the extended response, candidates will make direct comparisons between identified examples of design work. They will also be asked to make a judgement on a specific issue. They will be required to give two reasons for their response.</p> <p>Depending on the specifics of the question, comments could include:</p> <ul style="list-style-type: none"> <li>• the techniques used to achieve a particular look</li> <li>• the materials used in relation to the appearance achieved</li> <li>• aesthetic considerations</li> <li>• the style of the designs</li> <li>• style – the sources of inspiration</li> <li>• style – eg the use of colour, line, texture, form in the designs</li> </ul>	<p>The maximum marks available for this question is <b>10 marks</b>. Candidates' responses can be credited in a number of ways.</p> <p>Candidates are asked to compare both designs in terms of:</p> <ul style="list-style-type: none"> <li>• <i>influences/sources of inspiration</i></li> <li>• <i>fitness for purpose</i></li> <li>• <i>materials and/or techniques</i></li> </ul> <p>This will include a comparison of how the designers have used the selected elements. Candidates will also identify which of the two designs they feel is the most successful and why.</p> <p>Candidates' answers might include commenting on:</p> <ul style="list-style-type: none"> <li>• influences/sources of inspiration used and their impact on the designs</li> <li>• each designs fitness for purpose and how well this has been considered by the designers</li> <li>• materials and/or techniques and their effect on the designs</li> <li>• <b>any other well justified comments relating to influences/sources of inspiration, fitness for purpose, materials and/or techniques</b></li> </ul> <p>Candidates who have not responded on <i>influences/sources of inspiration fitness for purpose</i> and <i>materials and/or techniques</i> cannot gain the full 8 marks available; at least one valid point must be made on each aspect of the question.</p> <p>A <b>maximum of 8 marks</b> are available for comparing the designs. Where candidates only discuss one designer in their answer, marks should be awarded as follows:</p> <ul style="list-style-type: none"> <li>• A <b>maximum of 3 marks</b> are available for discussing a selected design with reference to the designer's use of the specified design elements.</li> </ul>

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				<ul style="list-style-type: none"> <li>reference to design elements and the use of descriptive design vocabulary (eg in graphics: lettering, imagery, layout; in jewellery: construction techniques, statement jewellery, application of finishes, interpretation of a source of inspiration)</li> </ul> <p>Candidates who discuss only one designer can only gain a <b>maximum of 5 marks</b>. Answers should be marked according to the specific marking instructions should this occur.</p>	<ul style="list-style-type: none"> <li>A <b>maximum of 2 marks</b> is available for identifying which of the designs is most successful, giving justified reasons.</li> </ul> <p>A <b>total of 2 marks</b> are available for identifying which of the two designs is the most successful, giving two justified reasons. Marks should not be awarded for repeating earlier points, if these points have not been developed in any way.</p>

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8.		10	<p>Candidates are asked to choose and respond to <b>one</b> other question in this section of the question paper.</p> <p>There is a <b>choice of five</b> different questions for personalisation and choice (Q8-Q12).</p> <p>Each of these questions asks candidates to:</p> <ul style="list-style-type: none"> <li>comment on the designers' use of specific design elements</li> <li>give their opinion on the work, justifying their opinions</li> </ul> <p>Marks should not be awarded for mere descriptive comments or simply repeating information from the legend. To gain marks, candidates must develop points made.</p> <p>Any substantiated comments and valid, justified personal opinions should be rewarded. These opinions can be either positive or negative.</p>	<p>The maximum marks available for this question is <b>10 marks</b>. Candidates' responses can be credited in a number of ways up to a <b>maximum of 10 marks</b>.</p> <p>This question asks candidates to:</p> <ul style="list-style-type: none"> <li>comment on the impact of this poster design, referring to colour, lettering and imagery</li> <li>give their opinion of how successful this design for a poster is, giving two justified reasons</li> </ul> <p>Marks can be awarded for relevant substantiated comments or points relating to the impact of this poster design, referring to colour, lettering and imagery. One mark should be awarded for each relevant point made up to the maximum of <b>8 marks in total</b>.</p> <p>A maximum of <b>2 marks</b> may be awarded for personal opinions how successful this design for a poster is. One mark should be awarded for each relevant point made up to the maximum of <b>2 marks in total</b>.</p> <p>The table below outlines appropriate candidate comments which they could have developed in their answer.</p> <table border="1"> <thead> <tr> <th>Colour</th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td> <ul style="list-style-type: none"> <li>eye-catching and bold colours</li> <li>contrasting colours divide the image</li> <li>colour is used to frame the lettering and the face</li> <li>all lettering is the same colour</li> <li>use of warm and cold colours</li> <li>the white shapes in the middle are bright and placed in the centre of the design for impact</li> <li>contrasting use of flat colour and tone</li> <li><b>any other well justified comments regarding colour</b></li> </ul> </td> </tr> </tbody> </table>	Colour			<ul style="list-style-type: none"> <li>eye-catching and bold colours</li> <li>contrasting colours divide the image</li> <li>colour is used to frame the lettering and the face</li> <li>all lettering is the same colour</li> <li>use of warm and cold colours</li> <li>the white shapes in the middle are bright and placed in the centre of the design for impact</li> <li>contrasting use of flat colour and tone</li> <li><b>any other well justified comments regarding colour</b></li> </ul>
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Question			Max Mark	General Marking Instructions	Specific Marking Instructions						
					<table border="1"> <tr> <td><b>Style</b></td> <td> <ul style="list-style-type: none"> <li>• eye-catching</li> <li>• trendy/classical/grungy/punk/modern/old-fashioned/retro/stylish/vintage</li> <li>• statement footwear</li> <li>• can be customised</li> <li>• use of pattern and colour</li> <li>• variety of choice depending on taste</li> <li>• <b>any other well justified comments regarding style</b></li> </ul> </td> </tr> <tr> <td><b>Target market</b></td> <td> <ul style="list-style-type: none"> <li>• speculation on the type of wearers</li> <li>• range of different wearers</li> <li>• male/female appeal</li> <li>• <b>any other well justified comments regarding target market</b></li> </ul> </td> </tr> <tr> <td><b>Personal Opinion on why this range of footwear is still popular today</b></td> <td> <ul style="list-style-type: none"> <li>• classic design which can be updated in different ways for different types of consumers</li> <li>• can be used to accessorise an outfit</li> <li>• worn in a variety of situations</li> <li>• <b>any other justified comments, whether positive or negative, regarding the popularity of the footwear</b></li> </ul> </td> </tr> </table>	<b>Style</b>	<ul style="list-style-type: none"> <li>• eye-catching</li> <li>• trendy/classical/grungy/punk/modern/old-fashioned/retro/stylish/vintage</li> <li>• statement footwear</li> <li>• can be customised</li> <li>• use of pattern and colour</li> <li>• variety of choice depending on taste</li> <li>• <b>any other well justified comments regarding style</b></li> </ul>	<b>Target market</b>	<ul style="list-style-type: none"> <li>• speculation on the type of wearers</li> <li>• range of different wearers</li> <li>• male/female appeal</li> <li>• <b>any other well justified comments regarding target market</b></li> </ul>	<b>Personal Opinion on why this range of footwear is still popular today</b>	<ul style="list-style-type: none"> <li>• classic design which can be updated in different ways for different types of consumers</li> <li>• can be used to accessorise an outfit</li> <li>• worn in a variety of situations</li> <li>• <b>any other justified comments, whether positive or negative, regarding the popularity of the footwear</b></li> </ul>
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[END OF MARKING INSTRUCTIONS]