

Principal Assessor Report 2002

Assessment Panel:

Technical Education

Qualification area

**Subject(s) and Level(s)
included in this report**

Graphic Communication – Intermediate 2

General comments re entry numbers

The trend for Intermediate 2 Graphic Communication is upwards. This trend will continue to be upwards with an increased presentation year 2004 due to several schools starting to present Intermediate instead of Standard Grade in S3/4

General comments

The proposed introduction of Intermediate 1 may see more schools adopt the Intermediate 2 course for S/4. If this is the case SQA may have to consider an access course if certification for all is to be maintained.

It would appear that the students were better prepared for the external examination and the centres had more confidence in setting the student at the correct level.

It would be interesting to track students completing Intermediate 2 and find out the number progressing onto Higher and successfully gaining the Higher award.

Statistical Information: Performance of candidates

Grade boundaries at C, B and A for each subject area included in the report

C – 48
B – 59
A – 70
Upper A – 84

General commentary on grade boundaries

Notional percentage cut-offs for each grade

Question papers and their associated marking schemes are designed to be of the required standard and to meet the assessment specification for the subject/level concerned.

For National courses the examination paper(s) are set in order that a score of approximately 50% of the total marks for all components merits a grade C (based on the grade descriptions for that grade), and similarly a score of 70 % for a grade A. The lowest mark for a grade B is set by the computer software as half way between the C and A grade boundaries.

Comments on grade boundaries for each subject area

The grade boundaries for the 2002 examination were similar to the 2001 examination. It was felt that the 2002 paper was a fair paper representing the correct standard for the course. However it was recognised that the isometric question was repetitive and time consuming which could have prevented some students from moving on through the examination paper. It was therefore decided to maintain the pass mark at 48 with the final aim in future years being 50.

Comments on candidate performance

General comments

It would appear from the markers that the paper was a very fair paper, with a fair to good attempt being made by the students. The marking of the paper was clear with very few variations to the marking scheme.

Question 1

The sketching element was well done by most students. Unfortunately the application of dimensioning was not well done when using British Standard Conventions as the benchmark. A small number of students did not read the question and dimensioned the given pictorial view.

Question 2

This was mainly well understood and therefore a high degree of success.

Question 3

Once again an Achilles heel for students, a large number of students found this question difficult to answer.

Question 4

It was apparent that the students had been well prepared for this type of question as the response was good to very good. Question 4b did not have the same degree of success. The students had difficulty describing a colour gradient.

Question 5

Part (a) was well done by a large majority of students. Part (b) was not answered with the same degree of success. Many students left this area blank.

Question 6

This question was well attempted by most students. Some students had some difficulty constructing an octagon. All most all students did not use the fold line convention within the surface development. This omission was surprising.

Question 7

The repetitive isometric circles were a real challenge for the students. However, the students that were prepared completed the question. A large number of students showed no construction and sketched freehand isometric curves with no construction used. The section part of the question was answered fairly well with the students having some difficulty selecting the areas to section.

Question 8

This was a straightforward question that most students made a very good attempt at. Most students were able to construct a hexagon and assemble the hinge.

Question 9

The response to this question was very wide from the very poor to the above average level. Very few students produced an excellent rendered sketch. – *Consideration should be given to removing this type of question from the paper to allow more time to focus on the other questions or to shorten the examination time.*

Areas of external assessment in which candidates performed well

The paper was a middle of the road type of paper. There was no main area in the paper where a significant number of students performed well. Very well prepared students did however cope with questions 6 and 8 better than most.

Areas of external assessment in which candidates had difficulty

Freehand sketching, British Standards, Isometric Circles.

Areas of common misunderstanding

The graphic in the candleholder gave the impression of one hole. This only effected a very, small number of students. Clear guidelines were given at the markers meeting and will be given at the appeals stage. The maximum mark involved being one.

Recommendations

Feedback to centres

There is an urgent need to ensure that students understand fully the correct method to dimension a drawing according to British Standards Convention 8888.
The need for the use of fold lines within a surface development.
Practice sketching and freehand sketching with the addition of tonal rendering and the use of highlights to emphasise light and shade.
Students studying at Intermediate 2 should be comfortable with isometric circles, sections and assembly drawings.