



External Assessment Report 2013

Subject(s)	Craft & Design
Level(s)	Standard Grade Foundation General Credit

The statistics used in this report are pre-appeal.

This report provides information on the performance of candidates which it is hoped will be useful to teachers/lecturers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding. It would be helpful to read this report in conjunction with the published question papers and marking instructions for the examination.

Comments on candidate performance

General comments

There was clear differentiation in the Question Papers for each level.

Candidates performed well in all three papers. This was particularly true of the Credit paper.

There was evidence that a small number of candidates were presented at the inappropriate level, which could result in a Grade 7 being awarded.

Areas in which candidates performed well

Credit Paper

Most candidates did well in the following questions:

- ◆ Question 1 a) Properties of aluminium; b) Function of knurling; f) ii) Reason for using micrometer.
- ◆ Question 2 a) i) Identifying anthropometric data; b) Reason for selecting aluminium for nutcracker base; e) Reason for using hide mallet.
- ◆ Question 3 a) Naming techniques to generate ideas; b) Naming a hardwood; d) Naming the lathe centres; f) Stating three adjustments to wood lathe.
- ◆ Question 4 a) Candidates could identify a secondary function of the stool; b) Reasons for producing modes; c) Identify an ergonomist; d) Describe a thermoplastic; e) State disadvantages of thermoplastic.
- ◆ Question 5 a) Reasons for market research; b) Advantage of a stopped housing; c) Setting a marking gauge; e) Adjust smoothing plane; f) i) Identify dry cramping; g) Purpose of wetting.
- ◆ Question 6 All aspects of this design knowledge question were well answered.

General Paper

Most candidates performed well in the following questions:

- ◆ Question 1 a) i) Feature of mirror to allow adjustment; ii) Reason for adjustment; b) Name three wood joints; c) Identify machine used to turn peg.
- ◆ Question 2 b) Name the three metalwork tools; d) Name two methods of joining metal.
- ◆ Question 3 a) Match design factors with statements; d) List two safety checks; e) Name a hand and machine tool used to cut curve; f) Name a wood glue; g) Reasons for applying a finish; h) Name a suitable finish.
- ◆ Question 4 a) i) Name a thermoplastic; ii) Give reasons for using thermoplastic; c) Advantage of using felt tip pen for marking out; d) Reason for holding thermoplastic low in vice; e) Listing three stages in the finishing of edges; f) i) Name machine used to heat plastic prior to bending; ii) State the result of bending under heated plastic; g) i) State first process in the manufacture of the menu holder; ii) Name the testing process.
- ◆ Question 5 a) Identifying specification statement; d) iii) Give a reason for leather apron.

Foundation Paper

Candidates performed well in almost all the questions at this level.

Areas which candidates found demanding

Credit Paper

A number of candidates found the following questions demanding:

- ◆ Question 1 f) i) Identifying the micrometer
- ◆ Question 2 Identifying two features of pattern to allow easy removal from sand
- ◆ Question 3 Naming tool for turning curves
- ◆ Question 5 d) Purpose of hand router

General Paper

- ◆ Question 1 c) (ii) Listing three stages in the preparation of blank for turning; (iii) Naming turning tools.
- ◆ Question 2 f) Naming tools used to cut external and internal threads
- ◆ Question 4 g) Naming last process when manufacturing the menu holder

Foundation Paper

Question 6 b) Identifying brass from its colour; e) ii) Identifying a bradawl.

Advice to centres for preparation of future candidates

This year was the final presentation for Standard Grade Craft & Design.

Statistical information: update on Courses

STANDARD GRADE

Number of resulted entries in 2012	10862
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Number of resulted entries in 2013	10283
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Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	15.4%
Grade 2	28.8%
Grade 3	26.3%
Grade 4	18.6%
Grade 5	7.2%
Grade 6	1.6%
Grade 7	0.0%
No award	2.1%

Grade boundaries for each assessable element in the subject included in the report

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
KU	60	42	29	60	39	31	60	38	27

General commentary on grade boundaries

- ◆ While SQA aims to set examinations and create marking instructions which will allow a competent candidate to score a minimum of 50% of the available marks (the notional C boundary) and a well prepared, very competent candidate to score at least 70% of the available marks (the notional A boundary), it is very challenging to get the standard on target every year, in every subject at every level.
- ◆ Each year SQA therefore holds a grade boundary meeting for each subject at each level where it brings together all the information available (statistical and judgemental). The Principal Assessor and SQA Qualifications Manager meet with the relevant SQA Business Manager and Statistician to discuss the evidence and make decisions. The meetings are chaired by members of the management team at SQA.
- ◆ The grade boundaries can be adjusted downwards if there is evidence that the exam is more challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ The grade boundaries can be adjusted upwards if there is evidence that the exam is less challenging than usual, allowing the pass rate to be unaffected by this circumstance.
- ◆ Where standards are comparable to previous years, similar grade boundaries are maintained.
- ◆ An exam paper at a particular level in a subject in one year tends to have a marginally different set of grade boundaries from exam papers in that subject at that level in other years. This is because the particular questions and the mix of questions are different. This is also the case for exams set in centres. If SQA has already altered a boundary in a particular year in say Higher Chemistry this does not mean that centres should necessarily alter boundaries in their prelim exam in Higher Chemistry. The two are not that closely related as they do not contain identical questions.
- ◆ SQA's main aim is to be fair to candidates across all subjects and all levels and maintain comparable standards across the years, even as arrangements evolve and change.