



## External Assessment Report 2013

Subject(s)	Graphic Communication
Level(s)	Intermediate 1

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

The standard of responses to this year's examination was mixed. Some candidates appeared to be poorly prepared in certain areas of the Course, and some lacked the basic knowledge needed to undertake this exam. Some candidates did not demonstrate basic drawing techniques, such as the use of projection lines, bounce lines and hidden detail. Many candidates did not attempt questions 6 and 8.

As in previous years, the standard of response in the Knowledge section was good, the exception to this being questions 1d and 4a.

There are still many candidates not 'lining' in the outlines in drawing questions, making it hard to distinguish between projection lines and outlines.

There are still some candidates who appear to have been inappropriately presented at this level.

## Areas in which candidates performed well

- ◆ Q1: Most candidates performed well in this question, with most gaining full marks. There were some candidates however, who gave the full dimensions in parts b and d instead of the single size asked for, and in doing so achieved no marks.
- ◆ Q2: Most candidates achieved full marks for the colour theory question, although a few lost a mark for not knowing which secondary colour contrasted with blue.
- ◆ Q3: This question was well attempted, with the majority of the candidates gaining 3 out of the 4 marks.
- ◆ Q4: This question was well attempted, with the majority of the candidates gaining 3 out of the 4 marks. Markers reported that there were still a large number of candidates who did not know the difference between landscape and portrait.
- ◆ Q5: This should have been a straightforward orthographic projection question, but some candidates demonstrated poor understanding of basic projection methods. There was a lack of projection lines from the end elevation to the elevation, resulting in candidates not achieving some of the available marks. In most cases there was no 'bounce line' or projection lines used for the plan. Where candidates did attempt the question, they performed well, with many gaining the majority of the marks. There was still a lack of hidden detail in the views, resulting in candidates not achieving all of the marks.
- ◆ Q7: The exploded isometric question was attempted well, with many candidates gaining the majority of the available marks. However, there were a number of candidates who did not read the question correctly and did not 'explode' the parts. This resulted in them not achieving all the available marks.

## Areas which candidates found demanding

- ◆ Question 6 (pyramid): The response to this question was very poor. Many candidates did not know how to construct the plan of the pyramid by joining the corners to the centre

then projecting up from the elevation. Few candidates used a bounce line or projected from the elevation to complete the end elevation. The development was barely attempted. This type of question has appeared in the exam paper every other year, and centres are reminded to ensure this area of the Course is adequately covered.

- ◆ Q8: Most candidates managed to produce the plan and the elevation. Poor projection between the views and the lack of hidden detail resulted in candidates not achieving all the marks available. Few candidates completed sectional end elevation. Where candidates did manage to partially complete the section it was correctly hatched according to BSI.

## **Advice to centres for preparation of future candidates**

Centres are reminded that they should be familiar with the contents of the current Arrangements document for Intermediate 1 Graphic Communication before presenting candidates for the Course. The Arrangements document is published on SQA's website.

Centres are also reminded to ensure that candidates are entered at an appropriate level for their ability.

It is essential that centres ensure that all candidates acquire the rudiments of orthographic projection and the importance of using projection and bounce lines when producing orthographic drawings. Many candidates are unnecessarily losing marks by not adding hidden detail to views, and centres are encouraged to address this. Centres are reminded when covering orthographic projection, that candidates must be aware of the importance of 'lining' their finished work to avoid confusion between outlines and projection lines.

An area of concern has been the poor performance of candidates to adequately complete a geometric solid type question, either cylinders or pyramids. Centres are once again advised to address this area.

**Statistical information: update on Courses  
Intermediate 1**

<b>Number of resulted entries in 2012</b>	696
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<b>Number of resulted entries in 2013</b>	666
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**Statistical information: Performance of candidates**

**Distribution of Course awards including grade boundaries**

Distribution of Course awards	%	Cum. %	Number of candidates	Lowest mark
Maximum Mark 100				
A	10.8%	10.8%	72	70
B	17.6%	28.4%	117	60
C	28.5%	56.9%	190	50
D	11.6%	68.5%	77	45
No award	31.5%	100.0%	210	-

## 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.