



External Assessment Report 2013

Subject(s)	Graphic Communication
Level(s)	F, G and C

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

Candidate performance was good across all three levels and there is evidence of improvement in standards of knowledge and interpretation. However, there remain similar issues, as in previous years, such as draughtsmanship, British Standard symbols, candidates' written responses, and centres presenting candidates at appropriate levels.

The standard of draughtsmanship demonstrated across all levels, especially at Credit level, continues to require improvement. In particular, there continues to be no differentiation between outlines and construction lines in many candidates' work, which is detrimental to their mark in examination situations. Accuracy in drawing requires emphasis, and candidates need to ensure that lines end where intended and do not stop short or continue past the desired point. For example, many candidates, when hatching, stop some lines short but have others passing through the sectioned area — this is inconsistent and poor draughtsmanship.

Understanding of accepted terms for British Standards (BS) building/architectural symbols remains inconsistent. Candidates must use the full BS term when answering questions. An update regarding this was sent to centres, and it is apparent that some centres have adhered to it, resulting in greater use of the correct terms. However, there are still a number of centres where this updated information has not been implemented, resulting in candidates using incorrect symbol names. Centres are advised to refer to this guidance, which is available from the Standard Grade Graphic Communication page of SQA's website.

Candidates' written responses require improvement — many do not reflect the question appropriately. Candidates should be made aware of the difference in response required for 'state' type questions and 'describe' or 'explain' type questions. Although this is more an expectation of Credit candidates, who are expected to explain or describe their answers and articulate their thinking in a constructive and meaningful way, candidates will need to be mindful that this is a greater expectation at National 5 examination. Centres are advised to spend time highlighting the standards and expectations required for this level of demand.

A number of candidates, due to being presented at inappropriate course level, did not achieve their true potential. Centres should be mindful when presenting candidates at appropriate levels and ensure it is carried out on an individual basis, taking account of both KI and DA elements.

Areas in which candidates performed well

Foundation

- ◆ Questions 1, 2, and 3: as in previous years, the majority of candidates answered the KI section very well, with many achieving high marks. The opening question proved to be good, with many candidates responding particularly well, and with some candidates

achieving full marks. Question 2 merits particular mention, as many candidates achieved full marks.

- ◆ Question 5: this question proved to be an excellent question to start with for the Drawing Abilities element and challenged the candidates. Most attempted this question and only a few did not perform well. Some candidates struggled with the sloping lines and identifying the location of the circles.
- ◆ Question 6 and 7: Both questions were attempted very well by the majority of candidates.
- ◆ Question 8: many candidates performed very well in this question and achieved high scores. However, some candidates did not interpret the hidden rectangle correctly. Most of the issues where candidates did not achieve aspects of this question were due to poor projection, or a lack of projection, from the given views.

General

- ◆ Questions 1, 3 and 4: this question was attempted well by most candidates, and many attained a high mark.
- ◆ Question 5: this question proved to be a very good choice for the first Drawing Abilities question, where most candidates attempted the question and many achieved high scores.
- ◆ Questions 8 and 9: there was a good response to both questions with most achieving high scores.

Credit

- ◆ Question 1, 2, 3 and 4: generally candidates' responses to the Knowledge and Interpretation element were positive, with many candidates attempting all parts of all questions.
- ◆ Question 5: This question proved to be a positive start to the Drawing Abilities element, where many candidates performed very well, and achieved high scores.
- ◆ Question 6: Most candidates performed very well producing the rectangular parts of the drawing.

Areas which candidates found demanding

Foundation

- ◆ Question 1d) proved to be a problem for many candidates, where they displayed a lack of knowledge of this topic.
- ◆ Question 4 proved to be the more challenging question for most candidates. There was no pattern to the responses but generally this area was not completed well. Part e) was particularly poor and will require attention for future examinations.

General

- ◆ Question 2: a number of candidates did not attempt all parts of this question and many of those who did attempt it performed poorly. This area continues to raise issues, and centres are reminded to refer to the guidance document on BS symbols, which is published on the Standard Grade Graphic Communication page of the SQA's website. This highlights the correct symbol names.
- ◆ Question 6: despite this question being achieved reasonably well by most candidates, there remains an issue with some candidates who do not start the drawing off in the

correct way. A number do not project through the vanishing point and, as a result, produce a drawing that does not reflect perspective. A number of candidates are unfamiliar with the foreshortening rule.

- ◆ Question 7: this question proved to be the most challenging and many candidates struggled to achieve a complete drawing. There appeared to be a number of candidates who were either unfamiliar with the process for producing cylinders or who did not create usable or accurate generators.
- ◆ Question 8: a number of candidates did not follow the guidance that 'lines drawn at 45° should be half size'.
- ◆ Question 9: despite this drawing being attempted well, the true shape remains a challenge for some candidates. It appeared that many candidates did not understand where to take the widths from and either guessed or took sizes from the wrong view.

Credit

- ◆ Question 2a) and e): many candidates did not identify the correct answer and did not demonstrate the ability to read a drawing.
- ◆ Question 6: a significant number of candidates struggled to complete the isometric circle and half circle. Candidates showed little knowledge of the process required to construct an isometric circle. There were issues with candidates being able to locate start points for parts of the drawing, which impacted on the other aspects of the item.
- ◆ Question 7: this question proved to be difficult for a significant number of candidates. Candidates struggled to identify location corners or parts of the drawing. A large number of candidates did not have the accuracy of measurement to complete the trellis or the square hole in the flower bed.
- ◆ Question 8: a number of candidates did not perform well in this question and demonstrated a lack of understanding of the use of generators to support the drawing process. A significant number of these failed to project accurately and correctly to locate an end elevation. True lengths were not always used in the construction of the surface development.
- ◆ Question 9: as in previous years, this question remains to be poorly attempted. Many did not complete or even start this question. Accuracy was an issue for many, and hatching was particularly poor.

Advice to centres for preparation of future candidates

Given we are at the end of Standard Grade and moving towards National 5 centres must be mindful of the increase expectation of candidate responses to questions. Candidates must be prepared and confident in their understanding of question command words, such as 'state', 'explain' and 'describe'. Candidates should concentrate on the quality of their answers especially when explaining and describing.

Despite some topics in National 5 being similar to what is in Standard Grade, there is a significant shift to new or deeper understanding of topics such as desktop publishing, 3D modelling and terms do with promotional graphics.

Statistical information: update on Courses

STANDARD GRADE

Number of resulted entries in 2012	7653
Number of resulted entries in 2013	7344

Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	22.4%
Grade 2	31.0%
Grade 3	21.4%
Grade 4	17.0%
Grade 5	5.5%
Grade 6	1.6%
Grade 7	0.1%
No award	1.0%

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
KI	40	29	23	35	18	14	30	19	15
DA	70	48	31	60	36	25	50	27	17