



External Assessment Report 2010

Subject	Graphic Communication
Level	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 very mixed, as in previous years. Candidates appeared to be well prepared in certain areas of the course but lacked basic knowledge in others.

The overall performance of this year's cohort was poorer than in previous years, with many S4 pupils being presented for this level when Standard Grade at Foundation/General levels may have been a more appropriate course.

Candidates were not suitably prepared in basic drawing techniques such as the use of projection lines and bounce lines. This lack of knowledge led to many basic errors and as a consequence lost marks in Questions 5 and 6.

Many candidates are not 'lining' in the outlines in drawing questions, which makes it hard to distinguish between projection lines and outlines.

There is evidence that some candidates are still not reading the question paper correctly. This was apparent in the responses for Question 9 where some candidates did not draw the views to the sizes indicated.

Areas in which candidates performed well

Question 1 (colour theory): This question received good responses, with the majority of the candidates gaining full marks.

Question 2 (DTP): This question was well attempted with the majority of the candidates gaining at least 3 out of the 4 available marks. Markers reported that at least 60% of the candidates did not know the difference between landscape and portrait.

Question 7: (Exploded Isometric): This question received a good response with most candidates gaining at least $\frac{3}{4}$ of the available marks. Marks were not achieved by candidates who did not add the depth to the recess in the box and who incorrectly positioned the handle.

Question 8 (Planometric): This question was well attempted by candidates, with most gaining at least $\frac{3}{4}$ of the available marks. The location of the shelf on the barbeque and the actual position of the barbeque on the patio proved to be challenging for the less able candidates.

Areas which candidates found demanding

Question 3 (CAD): Many candidates were not suitably prepared for this type of question and did not know basic CAD terms or the advantages of CAD.

Question 4 (BSI line types): Very few candidates attempted to dimension the kettle and those who did were often incorrect.

Question 5 (Orthographic Projection): In the majority of cases, candidates did not project from the elevation to the end elevation and plan to obtain the correct heights and lengths for the views. Only a few candidates used a bounce line to project the widths from the plan to the end elevation, after taking the widths from the isometric view.

Question 7 (Prism): The question received a poor response from candidates. Many candidates did not know how to project from the given views in order to complete the elevation. Only a few candidates attempted the development.

Question 9 (Sectional View): Many candidates did not manage to attempt the last question. Of those who did, there were many who did not read the question correctly and drew the elevation using sizes lifted from the given views instead of using the dimensions provided to draw the views full-size.

Advice to centres for preparation of future candidates

Centres are reminded that they should be familiar with the contents of the current Arrangements Document published by SQA for Intermediate 1 before presenting candidates for the Course. They are also reminded to ensure that candidates are entered at an appropriate level for their ability.

It is vital that centres ensure that their candidates acquire the basics of orthographic projection and the use of bounce lines. Centres are reminded that when covering orthographic projection candidates must be aware of the importance of 'lining' their finished work to avoid confusion between outlines and projection lines.

Areas which require specific attention are geometric solids and CAD terms.

Statistical information: update on Courses

Number of resulted entries in 2009	328
Number of resulted entries in 2010	512

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	11.1%	11.1%	57	70
B	13.5%	24.6%	69	60
C	21.1%	45.7%	108	50
D	10.0%	55.7%	51	45
No award	44.3%	100.0%	227	—

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, therefore, SQA 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 Head of Service 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.