



External Assessment Report 2010

Subject	Graphic Communication
Level	Intermediate 2

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

Centres are experienced in the delivery of Intermediate 2 Graphic Communication and this is reflected in the very strong performance produced by the candidates this year. Candidates are well prepared for the knowledge aspects of the course and there is some evidence that centres are acting on advice given in previous year's reports. However, the majority of candidates have great difficulty in producing clear, accurate solutions to the drawing questions.

Areas in which candidates performed well

Question 1: this was intended to be a 'settle-in' question and was answered well by the majority of candidates.

Question 2: this question was also answered extremely well with a large number of candidates listing all five devices in the correct area.

Question 4: this question was well attempted by the majority of candidates; however a number of candidates gave the answer 'purple' instead of 'violet' for part (c).

Question 5: this was fairly well attempted; however a reasonably high number of candidates confused the commands 'Fillet' and 'Chamfer'. Centres should note that they must make candidates aware of the CAD terminology detailed in the Arrangements Document published by SQA.

Question 6: this question received a positive response from candidates who had a clear understanding of orthographic drawing. A number of candidates lost marks by not including hidden detail in their solution.

Areas which candidates found demanding

Question 3: this was a poorly attempted question and very few candidates gained full marks. Centres are reminded that only the terms used in the Arrangements Document, published by SQA will be accepted as correct responses.

Question 7: this question clearly demonstrated that many candidates did not have a working knowledge and understanding of true shapes. Many candidates were able to complete the elevation without the hidden detail. A large proportion of the candidates did not project at the correct angle for the true shape or include the hidden detail curve in the elevation.

Question 8: this question received a mixed response from candidates. Very few candidates gained full marks for this question due to a lack of accuracy. There was an indication that the candidates appeared to have difficulty drawing accurately under exam conditions. A large number of candidates did not draw the window.

Question 9: this was a challenging question for many candidates and received a poor response. A large number of candidates did not use the dimensions but instead lifted the sizes from the drawing. Candidates demonstrated a lack of knowledge of how to apply section lines to an assembly drawing in this question.

Although the drawing questions were generally well attempted, greater accuracy is required to allow candidates to achieve full marks.

Advice to centres for preparation of future candidates

There is evidence that centres have taken on board much of the advice given in previous years. However, it would be helpful to centres to note the following:

- ◆ Centres should make full use of the Arrangements Document which clearly outlines the Course content. This document is referred to when constructing question papers.
- ◆ Centres are reminded that they should also encourage candidates to use the appropriate terminology when answering the knowledge and interpretation questions.
- ◆ Centres are reminded that there is a BSI symbol information sheet which is available from SQA's website and are encouraged to make this available for candidates.
- ◆ Centres are reminded that candidates should be made aware of the terminology used by SQA. In particular, centres should explain to candidates how to handle different types of questions in order to achieve maximum marks. Past question papers and marking instructions are available on SQA's website.
- ◆ Centres are encouraged to remind candidates to read each question very carefully and ensure that their response accurately answers the actual question asked. It is good practice to encourage candidates to re-read a question immediately after writing their answer to check their understanding of the question and the response provided.
- ◆ Centres are reminded that candidates must provide only one response to any question. Where they have made more than one attempt at an answer, any work which they wish a Marker to ignore must be scored through.

Statistical information: update on Courses

Number of resulted entries in 2009	1931
Number of resulted entries in 2010	2400

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	42.5%	42.5%	1020	72
B	22.4%	64.9%	537	62
C	16.3%	81.1%	390	52
D	5.9%	87.0%	142	47
No award	13.0%	100.0%	311	—

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.