



External Assessment Report 2014

Subject(s)	Graphic Communication
Level(s)	Advanced Higher

The statistics used in this report are prior to the outcome of any Post Results Services requests

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 Advanced Higher Graphic Communication, and this is reflected in the performance produced by the candidates this year. Candidates are well prepared for most of the drawing topics of the Course. There is evidence that centres are acting on advice from previous years' reports.

The majority of candidates have greatly improved in answering the graphic knowledge element of the question paper. Positive feedback had been received on the relevance of the leaflet used to examine the design elements and principles of the Course.

Areas in which candidates performed well

Question 1: Most candidates demonstrated a good knowledge of the design elements and principles. A proportion of candidates would have gained more marks if they related their answer to the leaflet provided.

Question 2: Most candidates clearly demonstrated that they had a very good understanding of DTP terminology. Some candidates did not gain marks as they did not 'rule off' the document as requested in the question.

Question 3: Most candidates gained the majority of the marks available for two groups, ie Serif and Sans Serif typefaces.

Question 7: Most candidates gained approximately two thirds of marks available for solid right cone drawing. An increase in accuracy would have lifted the candidates' mark higher.

Question 9: Most candidates demonstrated a good understanding of the solid oblique drawing. The lack of use of true length prevented many from gaining full marks.

Areas which candidates found demanding

Question 4(ii): Very few candidates explained the printing term 'calendaring'.

Question 8: Many candidates found this question difficult. The complex array of hidden and solid curves of intersection proved to be difficult in the end elevation.

Question 10: Many candidates found this question very challenging. The candidates had difficulty finding the true lengths and transferring them accurately to produce the surface development.

Advice to centres for preparation of future candidates

- ◆ A clear difference between construction and completed outlines needs to be evident.
- ◆ Candidates must draw in an outline to be awarded the marks.
- ◆ Lines should not extend beyond their completion point — marks are not awarded if lines continue past their termination.
- ◆ Centre lines and hidden lines should be drawn clearly and to British Standard.
- ◆ 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 candidates should be made aware of the terminology used by SQA — in particular in the 3D modelling Unit. Centres should explain to candidates how to handle different types of questions to achieve maximum marks
- ◆ 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.
- ◆ There is room for improvement in performance in all areas, even for the most able candidates. Candidates would benefit greatly from having a sound knowledge of all five drawing topics in the Course.

Statistical information: update on Courses

Number of resulted entries in 2013	950
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Number of resulted entries in 2014	956
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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 200				
A	34.2%	34.2%	327	158
B	35.7%	69.9%	341	135
C	20.7%	90.6%	198	113
D	3.5%	94.0%	33	102
No award	6.0%	-	57	-

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.