



External Assessment Report 2014

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

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

As in previous years, the standard of responses to this year's examination was mixed. There were fewer A+ candidates than in previous years. Some candidates may not have been as prepared as they could have been undertaking the exam.

Some candidates struggled with basic drawing techniques, such as the use of projection lines, bounce lines and hidden detail, meaning they were unable to gain certain marks. Few candidates attempted question 7.

As in previous years the standard of response in the Knowledge section was good, the exception to this being question 1(c).

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

Some candidates may have been inappropriately presented at this level.

Areas in which candidates performed well

Q1: Most candidates answered parts (a) and (b) correctly. Very few candidates knew their tertiary colours, with only a handful of candidates stating the correct answer.

Q2: Most candidates achieved full marks for this question.

Q3: This question was well attempted with the majority of the candidates gaining 4 out of the 5 marks. It is disappointing that candidates still don't know the difference between portrait and landscape.

Q4: Most candidates achieved full marks for this question

Q5: Most candidates achieved full marks for this question, although there were still a number of candidates who do not know the difference between a wash basin, sink and sinktop.

Q8: The planometric view of the bird feeder 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 drew the planometric at the wrong angle, meaning they did not gain as many marks as possible.

Areas which candidates found demanding

Q6: This should have been a straightforward orthographic projection question, but many candidates demonstrated poor understanding of basic projection methods. There was a lack of projection lines from the end elevation to the elevation resulting in some candidates not

achieving some of the available marks. In many cases the elevation and end elevation did not line up and were of totally different heights.

In most cases there was no 'bounce line' or projection lines used when drawing the plan. Some candidates attempted to draw the plan rotated through 90 degrees.

There was still a total lack of hidden detail in the views resulting in some candidates not gaining marks.

Q7 (cylinder): As in previous years, the response to this question was extremely poor. Most candidates did not add the outside circle to the elevation. Few candidates managed to add the construction lines to the elevation resulting in some candidates not gaining marks.

Not all of the candidates managed to complete the plan in some form, and none of them managed to add the hidden detail to it. Where the development was attempted, it was done relatively well.

Q9: this type of question has appeared in the exam paper every year and centres are still not preparing candidates in this part of the curriculum. Most candidates managed to produce the outlines, the elevation and the end elevation, but the lack of hidden detail resulted in candidates not achieving all the marks available. Few candidates completed sectional end elevation, most leaving it as an outline view. 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. Too many candidates are not gaining marks through failing to add hidden detail to views. This has to be addressed. 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.

Over the past five years the main 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

Number of resulted entries in 2013	666
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Number of resulted entries in 2014	84
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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	10.7%	10.7%	9	70
B	22.6%	33.3%	19	60
C	27.4%	60.7%	23	50
D	8.3%	69.0%	7	45
No award	31.0%	-	26	-

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.