



External Assessment Report 2012

| | |
|------------------------|-----------------------|
| Principal Assessor | Robin B Gilfillan |
| Qualifications Manager | Dave Main |
| Subject(s) | Graphic Communication |
| Level(s) | 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 mixed. Candidates appeared to be well prepared in certain areas of the Course, but lacked basic knowledge in others. Many candidates did not achieve marks in questions 5 and 7.

As in previous years the standard of response in the Knowledge section was good. The exception being questions 3b and 5c.

Candidates did not demonstrate basic drawing techniques such as the use of projection lines and bounce lines. This was particularly evident in Questions 6, 7 and 9.

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

Areas in which candidates performed well

Q1: Most candidates performed well in this question, with most gaining full marks

Q2: Most candidates achieved full marks for the colour theory question although a few lost a mark for using 'purple' instead of 'violet'. Centres are advised, for future presentations, that 'purple' should not be used when answering questions on the colour wheel.

Q3: This question was well attempted with the majority of the candidates gaining full marks. Markers reported that there were still a number of candidates that did not know the difference between landscape and portrait.

Q5: Most candidates identified the BS symbols correctly, but many did not read part c correctly. Most candidates answered the total number of doors as 7 instead of correctly identifying that only 2 doors open **into** the hall.

Q8: The planometric question was attempted well, with many candidates gaining good marks for it. However, there were a number of candidates who drew in the walls and floor correctly, but then proceeded to draw the unit as an isometric view. This highlighted that for some candidates there was basic lack of understanding in this type of drawing.

Areas which candidates found demanding

Q 6: 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 elevation to the end elevation causing candidates resulting in candidates not achieving some of the available marks. In some cases, the

end elevation was drawn in 1st angle and not 3rd angle projection. In most cases there was no 'bounce line' or projection lines used for the plan. Some candidates drew the plan turned through 90 deg. to the elevation.

Q7: Many candidates did not complete the plan view of the base, resulting in the candidates not achieving 4 marks. There was a general lack of knowledge into the method of constructing the elliptical cut on the cylinder on the elevation with many candidates just sketching in the ellipse. Few candidates attempted the development.

Q9: Most candidates managed to produce the elevation and the outline of the sectional end elevation. Poor projection between the views and the lack of hidden detail in the elevation and internal detail in the sectional end elevation resulted in candidates not achieving all the marks available. Few candidates completed the correctly hatched sectional end elevation.

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. 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.

Centres should ensure that candidates know the differences between isometric drawings and planometric drawings.

Over the past four 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 advised to address this area.

Statistical information: update on Courses

Intermediate 1

| | |
|------------------------------------|-----|
| Number of resulted entries in 2011 | 628 |
|------------------------------------|-----|

| | |
|------------------------------------|-----|
| Number of resulted entries in 2012 | 696 |
|------------------------------------|-----|

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 | 15.1% | 15.1% | 105 | 70 |
| B | 19.4% | 34.5% | 135 | 60 |
| C | 23.4% | 57.9% | 163 | 50 |
| D | 8.6% | 66.5% | 60 | 45 |
| No award | 33.5% | 100.0% | 233 | - |

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.