



## External Assessment Report 2011

Subject	<b>Graphic Communication</b>
Level	<b>Intermediate 1</b>

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 question paper was better than in previous years, with more candidates attempting all questions. There were fewer questions unanswered than in previous years. Although candidates were better prepared in certain areas of the Course, there were still obvious gaps in their knowledge and understanding of one or two key areas.

Candidates are still poorly prepared in basic drawing-board techniques such as the use of projection lines and bounce lines. This lack of knowledge led to many basic errors in Questions 5, 6 and 8. There are still many candidates who are not showing hidden detail in the views and, as a result, are losing marks. Also, there are still many who are not 'lining' in the outlines in drawing questions, making it hard to distinguish between projection lines and outlines.

Overall, the written questions were answered better than in previous years. The exception was Question 4 where the responses were varied.

## Areas in which candidates performed well

Question 1: Most candidates identified the CAD commands with most candidates gaining full marks.

Question 2: Most candidates identified the architectural symbols correctly with most candidates gaining full marks. There are still a few candidates confusing the Switch and Socket symbols.

Question 3 (a) and (b): Most candidates knew their basic colour theory and gained full marks.

Question 5: (Orthographic): Most candidates made a good attempt at this question with candidates gaining at least three-quarters of the available marks. Marks were not achieved by candidates failing to add hidden detail to the views. A few candidates lost marks by drawing the views in first angle.

Question 7: (Isometric): Most candidates made a good attempt at this question with candidates gaining at least three-quarters of the available marks. Marks were not achieved by candidates who did not add the depth to the recess in the screen and who incorrectly positioned or missed out the rear sloping edges.

## **Areas which candidates found demanding**

Question 3 (b): Candidates lacked knowledge of fill types with many answering incorrectly or leaving the fill type blank.

Question 4 (DTP): This question was poorly answered with candidates giving a variety of responses for the DTP features. As in 2010's paper, at least 60% of the candidates did not know the difference between landscape and portrait.

Question 6 (Pyramid): Most candidates managed to produce the plan and end elevation of the pyramid but very few candidates managed to produce the development. Only a handful of candidates knew how to produce the true length of the side for the development.

Question 8 (sectioned assembly): Candidates made a better attempt at this question than in previous years. Most candidates managed to produce the elevation and the outline of the plan. Many candidates were let down by poor projection between the views and the lack of hidden detail in the elevation and plan, which cost them marks. Few candidates completed the sectional end elevation. Some candidates did not know the correct BSI conventions for hatching.

## **Advice to centres for preparation of future candidates**

### **General**

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 vital that centres ensure that their candidates acquire the basics of 3rd angle orthographic projection, the use of bounce lines and the importance of showing hidden detail where appropriate. 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 (pyramids, prisms and cylinders)
- ◆ BSI conventions for hatching
- ◆ DTP terminology (especially the difference between landscape and portrait)
- ◆ Fill types

## Statistical information: update on Courses

### Intermediate 1

Number of resulted entries in 2010	512
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Number of resulted entries in 2011	628
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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	12.7%	12.7%	80	70
B	24.5%	37.3%	154	60
C	23.7%	61.0%	149	50
D	12.1%	73.1%	76	45
No award	26.9%	100.0%	169	-

## **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.