



External Assessment Report 2011

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 the Intermediate 2 Graphic Communication Course, and this is reflected in the 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 years' reports. However, the majority of candidates have difficulty in producing clear, accurate solutions to the drawing questions.

Areas in which candidates performed well

Question 1: Generally answered satisfactorily; however, some candidates appeared to be confused between the switch and socket symbols. Centres would be advised to make candidates aware of the BSI symbols sheet published on the Intermediate 2 Graphic Communication page of SQA's website.

Question 3: Generally answered very well throughout most centres. Centres are encouraged to instruct their candidates to read questions carefully to ensure they gain maximum marks for their response. In this instance it was the object's primary function related to Computer Aided Design that was requested.

Question 4: Generally answered satisfactorily; however, some candidates developed their own DTP terminology. Centres are reminded that only the terms used in the Arrangements document, which is published on the SQA website, will be accepted as correct responses.

Question 5: Generally answered well throughout most centres.

Question 6: Candidates responded very well to this lead-in drawing abilities question, with many candidates achieving full marks.

Question 9: Responses to the drawing of the assembled components were generally completed to an acceptable standard.

Areas which candidates found demanding

Question 2: Candidates continue to answer this type of question with a one-word answer. Centres could increase candidates' scores by encouraging them to read the question, highlight important words such as 'describe', and give examples of acceptable responses to these 'command' words.

Question 7: Responses from candidates were very varied. The majority of responses lacked accuracy, both in measurement and projection. In particular the development was very poorly attempted. Candidates did not accurately lift the correct dimensions and outline the views correctly. A large percentage of candidates applied fold lines to the surface development.

Question 8: Responses from candidates were average, with a large percentage of candidates unable to draw an accurate representation of the object in isometric projection. A number of candidates created a planometric drawing of the assembly or an exploded view. The placement of the cup and handle was poorly attempted by a large number of candidates.

Question 9: Responses to the drawing of the assembled components were generally completed to an acceptable standard, as mentioned previously. However, the majority of candidates did not apply the correct BI Standards to the sectioned areas, with hatching over solid lines and no differentiation between components.

Advice to centres for preparation of future candidates

General

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.

Candidates should be made aware of the correct use of the 'command' words and how to respond to these appropriately in order to gain the marks allocated to the question. Marking instructions for question papers from SQA's website and the Understanding Standards website can be useful to support candidates' knowledge of the 'command' words.

Centres are reminded that there are no longer any half marks within the marking instructions of the question paper, and this should be reflected in any prelim papers. Prelim papers produced with half marks will be invalid for use in Assessment Appeals.

Statistical information: update on Courses

Number of resulted entries in 2010	2,400
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Number of resulted entries in 2011	2,512
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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	43.4%	43.4%	1,089	73
B	25.7%	69.1%	646	63
C	18.4%	87.4%	461	53
D	5.0%	92.4%	125	48
No award	7.6%	100.0%	191	-

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.