



External Assessment Report 2012

Subject(s)	Graphic Communication
Level(s)	Standard Grade

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

Candidate performance was generally good across all three levels, and there is evidence of improvement in standards of knowledge and understanding. However, there remain similar issues as in previous years, such as, draughtsmanship, British Standard symbols, candidate written responses, and centres presenting candidates at appropriate levels.

The standard of draughtsmanship demonstrated across all levels, especially at Credit level, continues to require improvement. In particular, there continues to be no differentiation between outlines and construction lines in many candidates' work, which is detrimental to their mark in examination situations. Accuracy in drawing requires emphasis, and candidates need to ensure lines end where intended and do not stop short or continue past the desired point. For example, many candidates, when hatching, stop some lines short whereas others pass through the sectioned area — this is inconsistent and poor draughtsmanship.

Understanding of accepted terms for British Standards (BS) building/architectural symbols remains inconsistent. Candidates must use the full BS term when answering questions. An update regarding this was sent to centres and it is apparent that some centres have adhered to this, resulting in greater use of the correct terms. However, there are still a number of centres where this updated information has not been implemented, resulting in candidates using incorrect symbol names. Centres are advised to refer to this guidance, which is available from the [Standard Grade Graphic Communication page of SQA's website](#).

In addition, candidates' written responses require improvement as many do not reflect the question appropriately. Candidates should be made aware of the difference in response required for 'state' type questions and 'describe' or 'explain' type questions. This is more an expectation of Credit candidates, who are expected to explain or describe their answers and articulate their thinking in a constructive and meaningful way. Centres are advised to spend time highlighting the standards and expectations required at Credit level.

A number of candidates, due to being presented at inappropriate course level, did not achieve their true potential. Centres should be mindful when presenting candidates at appropriate levels and ensure it is carried out on an individual basis, taking account of both KI and DA elements.

Areas in which candidates performed well

Foundation

Questions 1, 2, 3 and 4: as in previous years, the majority of candidates answered the KI section very well, with many achieving high marks. The opening question proved to be good, with many candidates responding particularly well with nearly all candidates achieving full marks. Question 3 merits particular mention as many candidates achieved full marks.

Question 5: this question proved to be an excellent starting question for the Drawing Abilities element and challenged the candidates. Most attempted this question and only a few did not perform well. Despite this the question challenged candidates, especially the area with the sloping lines.

Question 6: this question was attempted very well by the majority of candidates. However, a number of candidates did not draw the buttons correctly.

Question 8: many candidates performed very well in this question and achieved high scores.

General

Question 1 (a) and (c): This question was attempted well by most candidates.

Question 2: overall, there was a good response to this question and many candidates achieved high scores.

Question 4: many candidates performed well in this question and attained a high mark allocation.

Question 5: this question proved to be a very good choice for the first Drawing Abilities question, where most candidates attempted the question and many achieved high scores.

Question 7: most candidates performed very well on this question achieving high scores.

Question 8: there was a good response to this question with most achieving high scores.

Question 9: A number of candidates achieved high scores for this drawing, especially the plan view, which was very well attempted.

Credit

Question 1: candidates performed well and demonstrated a clear understanding of this topic.

Question 2 (b), (c), (d), (f) and (g): a good response to these questions by many candidates.

Question 3: a number of candidates performed well in this question.

Question 4: generally this area was well attempted, and most candidates performed well.

Question 5: This question proved to be a positive start to the Drawing Abilities element, where many candidates performed very well, achieving high scores.

Question 6: Most candidates performed very well in this question. However, many candidates' draughtsmanship skills were poor in this question and proved to be detrimental to the candidates' performance.

Question 7: This question was very well attempted by most candidates.

Question 8: Generally candidates attempted this question and performed reasonably well. The cut on the bottom and the buttons were well done, and most located the middle section.

Areas which candidates found demanding

Foundation

Question 7: a number of candidates did not perform well in this question and were not able to identify and draw all the hidden detail. However, despite this, they responded well to the other parts of the drawing to maintain an acceptable response and mark.

General

Question 1(b): a number of candidates did not attempt all parts of this question and many of those who did attempt it performed poorly. This area continues to raise issues, and centres are reminded to refer to the guidance document on BS symbols, which is published on the [Standard Grade Graphic Communication page of SQA's website](#) highlighting the correct symbol names.

Question 3: unlike previous years, this question was poorly attempted by many candidates. Many candidates did not know a large percentage of these common commands, and in some cases referred to commands akin with 3D modelling software rather than 2D software.

Question 6: this question proved to be challenging for many of the candidates and this was reflected in their accuracy of drawing and draughtsmanship. The circles and corresponding centres proved a challenging concept for many candidates.

Question 7: despite this question being done well by most candidates it is worth noting that a number of candidates are unfamiliar with the foreshortening rule.

Question 8: many candidates did not draw the true shape. However, of those who did, approximately half achieved full marks for this part of the drawing.

Question 9: a number of candidates were unable to achieve a perfect true shape and did not demonstrate an understanding of transfer and placement of widths and lengths.

Credit

Question 1: candidates performed well and demonstrated a clear understanding of this topic.

Question 2 (a) and (e): many candidates did not identify the correct answer and did not demonstrate the ability to read a drawing.

Question 8: a number of candidates did not perform the circle parts well and did not demonstrate appropriate levels of accuracy in drawing and sketching.

Question 9: a number of candidates misunderstood the orientation of the object and mixed up the elevation and end elevation. Many did not complete or even start this question. Accuracy was an issue for many with this question and hatching was particularly poor.

Advice to centres for preparation of future candidates

Centres should concentrate efforts on candidates' accuracy of measurement and drawing, ensuring they use construction methods and different line weights where appropriate. They should be encouraged to read and interpret drawings on a regular basis. Candidates should read and use the SQA update material as a revision aid, and should be encouraged not to deviate from these standards.

Statistical information: update on Courses

STANDARD GRADE

Number of resulted entries in 2011	8442
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Number of resulted entries in 2012	7653
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Statistical Information: Performance of candidates

Distribution of overall awards

Grade 1	17.7%
Grade 2	31.3%
Grade 3	23.3%
Grade 4	16.9%
Grade 5	7.7%
Grade 6	1.7%
Grade 7	0.2%
No award	1.3%

Grade boundaries for each assessable element in the subject included in the report

Assessable Element	Credit Max Mark	Grade Boundaries		General Max Mark	Grade Boundaries		Foundation Max Mark	Grade Boundaries	
		1	2		3	4		5	6
KI	40	28	22	35	17	13	30	19	15
DA	70	50	33	60	36	25	50	27	17