

National Qualifications 2006

Senior Moderator Report

Subject: Graphic Communication

Assessment Panel: Technical Education

The purpose of this report is to provide feedback to centres on moderation which has taken place within National Qualifications in this subject.

STANDARD GRADE

SG Graphic Communication - 135

ELEMENT / COURSEWORK MODERATED

ILLUSTRATION & PRESENTATION PORT-FOLIO

FEEDBACK TO CENTRES

General comments:

The team did not find strong **Credit Level** work across all topics in many folios; though there was more consistency of quality (across all 10 topics) within folios.

In Topics (a) 2D & 3D Graphs & Charts; (d) Layout & Lettering; (e) Display and (i) CAG for Display and Topic (f) Modelling, candidates have opportunities to demonstrate skills through a creative process. Evidence from this sample showed that, while **Credit level** candidates produced work that is neat and accurate, they are not fully engaged in the creative process and frequently fall short of **Credit Level** because (creative) opportunities, through which to improve the visual impact of the work, have been missed.

At **General Level** the assessment was again consistent across the folio. i.e. assessment in each of the ten topics was at General Level.

At **Foundation Level** candidates produced work at both **Foundation** and **General Levels**. There was less evidence of costly gaps (that attract grade 7) in the sample and more evidence of complete **Foundation Level** folios i.e. foundation level work across all ten topics.

Few centres utilised the space for the teachers' comments on the Internal Assessment Flyleaf. This space is useful when there is a need to clarify the candidate's input or the extra support provided by the teacher. Moderators will always look for content in this box when making a decision on the centre's assessment procedures.

Advice on good practice and areas for further development:

Several centres failed to recognise the value of individual items in providing evidence for assessment across the folio. **Topic (i) CAG for Display**, is an example: centres often produce a specific piece of work for assessment in this topic. If this work is missing, the candidate is awarded a grade 7 when, in fact, another item may be substituted – often a computer generated graph or chart from topic (a) - to provide an improved grade. Centres are advised that teaching (and assessing) the IP element of the course in a topic-by-topic fashion can lead to folios that are too large, too time consuming and cause assessment anomalies of the type outlined here. **It is much more efficient to structure an individual project item so that it can be assessed over as many topics as possible.**

Centres this year had a better grasp of the '**best grade principle**' when assessing individual topics. There was less evidence that averaging grades is being done and less evidence that candidates who don't meet the suggested number of items in any given topic are being penalised. Centres are reminded that, for each topic, the

grade used to calculate the overall (mean) IP grade is the 'best grade' assessed within that topic. E.g. in **Topic (c) Shading Toning and Rendering**, a candidate may produce 3 pieces of manual illustration work. If these individual pieces are assessed at grades 2, 4 and 3 respectively, it is the grade 2 that is recorded on the back of the Internal Assessment (Flyleaf) and used in the calculation to determine the overall grade (recorded on the front).

Excessively large folios are still a common trend. Centres are advised that reducing the size of the folio (number of items) will leave more time to improve the quality of fewer items or to spend reinforcing skills and knowledge in the other two elements. A folio of 7 or 8 carefully managed items/projects is enough to provide evidence in all ten topics; the norm in this sample was 12 - 22 items per folio.

Specific comments on each topic

Topic (a) Graphs and Charts

Centres are advised to make use of graphs and chart in assessment across the folio. A graph or chart can be used as evidence in **topics (d) Layout & Lettering; (e) Display** and, where the graph is computer generated, **topic (i) CAG for Display**. Candidates can also incorporate CAD drawings into graphs which can then be assessed in **Topic (g) Computer-aided draughting**. These strategies will reduce the number of items produced and enable candidates to devote more time to improving the quality of (fewer) items across the folio.

In some centres there is a lack of clarity and completeness in graphs and charts. Graphs frequently have components (titles, quantities etc) missing or the purpose of the graph is unclear. Centres are reminded that, at Credit level, graphs should have both clarity and visual impact.

For further information on this topic and topics **(d), (e) and (i) Layout and Lettering, Display and CAG for Display**, please refer to the SQA publication; **Standard Grade Graphic Communication Illustration and Presentation: Advice for Centres, issued February 2001**.

Topic (b) Use of Colour

Centres are reminded that assessment here is based on two features; manual application of colour and notes to justify the selection of colours. This written justification is required at all levels; less than half of all candidates sampled, provided this. The written justification builds knowledge that may be tested in the exam paper. The IP folio provides an opportunity to develop this knowledge and integrate it with practical project work. In short it provides a practical relevance to the theory we teach routinely.

Topic (c) Shading, Toning and Rendering

Marker pen work is evident in folios but it is generally not well done. The other common medium, coloured pencil, dominates work in this topic and is, occasionally, the only medium in a sample. Centres preparing candidates for Higher and Intermediate 2 Courses may consider introducing marker pen skills if they have not already done so.

There was little evidence of strong Credit Level work.

Topics (d), (e) and (i) Layout and Lettering, Display and CAG for Display

Creative graphic design provides the opportunity for our pupils to learn skills and knowledge that can be carried through to Intermediate, Higher and Advanced Higher courses. Designing layouts and displays is central to success in these topics and there is more evidence that candidates are being encouraged to engage in a creative process. Using colour effectively to provide contrast, accent or unity is also being tackled more effectively in some centres. However, work here is often the weakest in the folios sampled and some centres have still not come to terms with the principles of layout and display.

Topic (f) Modelling

There was more evidence that candidates are encouraged to design their own models. This approach can give pupils ownership of their project work and (with careful monitoring at the design stage) is more likely to lead to a complexity of project commensurate with the ability of the candidate.

Assessment here is based on quality of build, complexity of construction and the inclusion of surface detail. Centres should bear this in mind prior to starting the modelling project. Credit level requires '*a detailed model of a complex item*' (EGRC). This should also show surface details (graphics, text etc).

Topic (g) Computer-Aided Draughting

Work in this topic has continued to improve steadily over the past few years. There is more evidence of complex items drawn in related orthographic views (though more use could be made of hidden detail) and in pictorial (normally isometric) views. Hidden detail would add complexity to a drawing and may, for example, help confirm a Credit Grade.

Centres should note that 3rd angle projection is the required projection format for all orthographic work.

In orthographic CAD work, dimensioning is required at all levels. When dimensions are added it is important to ensure they are configured to British Standards. Common errors include; inclusion of too many decimal places, the millimeter abbreviation attached to the dimension, dimensions breaking a line and incorrect use of diameter and radius dimensioning.

Topic (h) CAD using a Library

Centres are reminded that they must specify the candidate's input. Please state whether icons have been created by the candidate and saved to the library or existing icons have been manipulated (scaled, rotated etc). The teacher's comments box on the internal assessment flyleaf is provided for this purpose. Centres that do not provide this information risk having their assessment for this topic downgraded.

Topic (j) Draughtsmanship

Internal assessments were generally accurate this year. Assessment in this topic should consider the draughting work across the whole folio, manual and CAD work, but the grade awarded should never be lower than that awarded for work in topics that make extensive use of draughting skills. e.g. Topic (f) Modelling and Topic (g) Computer-aided draughting.