

Research and Information Services

MONITORING STANDARDS REPORT

SCOTTISH
QUALIFICATIONS
AUTHORITY



Comparison of Graphic Communication Intermediate 2, 2005 and 2002

Remit

The team was asked to compare the syllabuses, question papers, marking instructions and a small amount of candidate evidence for the years 2002 and 2005, and to consider whether or not the standard of difficulty of the subject had remained consistent in both years and if candidate evidence was of a comparable standard.

Summary of findings

Syllabus

The syllabus has remained unchanged between 2002 and 2005.

Assessment instruments

The marking range allocated to questions in both 2002 and 2005 was very similar.

In general the assessment instruments were similar for both years although the perspective drawing question had been removed in 2005 and replaced with a question requiring less freehand skills. The new question required more instrumentation (set square, ruler, compass etc) to help assist with the construction and representation of 3D form and surfaces.

Scripts

The grade boundary marks for 2005 was slightly higher across all the grades. The overall standard of A/B and C/D candidates in both years remained similar although slightly higher Folio marks were achieved by candidates in 2005

Observations

The panel made a number of observations relating to the difficulty levels of the different aspects of the course. These observations have been omitted from this report as they were out- with the remit of the group, relating more to the structure of the course rather than the comparability of standards in the years being monitored. The remit of the group is mentioned on the previous page.

1 Syllabus

1.1 Compared to previous years, has the general approach within the subject changed?

There has been no change to the syllabus content from 2002 to 2005.

1.2.1 Were any parts added to the more recent syllabus which were not included before?

None

1.2.2 Have there been any parts missing from the more recent syllabus which were included before?

None

1.2.3 Have any parts in the syllabus been changed in approach, content or otherwise?

None

1.2.4 Please list the parts and the effect of their inclusion/exclusion/change on the overall level of demand.

None

1.2.5 Has their inclusion / exclusion / change made the syllabus as a whole more / no more / less demanding?

No changes

1.3.1 The **depth** of the more recent syllabus is **greater / comparable / less** than of the older syllabuses?

No change

1.3.2 The **breadth** of more recent syllabus is **greater / comparable / less** than of the older syllabi?

No change

2 Assessment instruments

2.1 Are there any trends or gradual changes in the structure of Question Papers, questions or marking instructions?

Paper 1 had a different number of questions:

- ◆ The 2002 exam paper had 9 questions
- ◆ The 2005 exam paper had 8 questions

The marking range allocated to a question between 2002 and 2005 was slightly different:

- ◆ In 2002 the marking range was between 2 – 15 marks
- ◆ In 2005 the marking range was between 4 – 12 marks

In 2005 a question requiring sketching and rendering techniques did not appear; it was replaced by a question requiring drawing instruments.

The marking instructions for 2005 were clearer and easier to apply.

The marking split between knowledge and drawing abilities stayed the same at 1/3 and 2/3.

2.2 Can any papers, sections or type of task from the more recent Question Paper be found in similar forms in the older Paper?

Strong similarities in content:

- ◆ DTP Q4, 2002 & Q2, 2005
- ◆ British Standards Q1 and Q3, 2002 & Q1 and Q4, 2005

Similarities in content:

- ◆ Pictorial drawing Q7 2002, & Q7, 2005
- ◆ CAD commands Q5, 2002 & Q3, 2005
- ◆ Assemblies Q7, 2002 & Q6, 2005
- ◆ Development drawings Q 6, 2002 & Q5, 2005.

Strong similarities in attainment:

- ◆ DTP Q4 2002 & Q2 2005 (this type of question was very well answered in both years)
- ◆ CAD commands Q5, 2002 & Q3, 2005 (this type of question was very well answered in both years)
- ◆ Development drawings Q 6 2002 & Q5 2005 (this type of question was badly answered in both years)

2.1.1 Do candidates across years perform in the same way on these questions?

From a sample of 24 papers, nearly all candidates performed badly in the Drawing Abilities questions:

- ◆ In 2002, only 1 candidate achieved 70 % or above of the available marks for Drawing Abilities. In 2005, no candidates achieved this.
- ◆ In 2002, only one candidate achieved 59% or above of the available marks for Drawing Abilities. Similarly in 2005, only one candidate achieved this.
- ◆ In 2002, 4 candidates achieved 48% or above of the available marks for Drawing Abilities. Similarly in 2005, 4 candidates achieved this.
- ◆ In 2002, 6 of the candidates failed to achieved 38% or above of the available marks. Similarly in 2005, 6 of the candidates failed to achieve this

From a sample of 24 papers from 2002 and 2005, all candidates performed well in the Knowledge and Information questions:

- ◆ In 2002, 2 candidates achieved at least 70% of marks for these questions. In 2005, 7 candidates achieved this.
- ◆ In 2002, 2 candidates failed to achieve 42% of marks available for these questions. In 2005, only 1 candidate failed to achieve this

From a sample of 24 papers, all candidates performed well in the folio:

- ◆ In 2002, 9 candidates achieved 70% or more of available marks. In 2005, 11 candidates achieved this.
- ◆ In 2005, one candidate achieved 59% of available marks. In 2002, the remaining 3 candidates achieved a minimum 48% of marks available

2.2.2 Are any trends discernible within these particular parts?

N/A

2.2.3 Is the coverage of the more recent syllabus in the more recent Question Paper more extensive / comparable / less extensive than in previous years?

No change

2.3.1 Are the questions and marking scheme of the more recent Question Paper more demanding /comparable / less demanding than in previous years?

The marking scheme in 2005 was easier to follow and apply. To assist the marker and marker checks, a marking box should be applied across all questions, not just drawing questions.

3 Scripts

3.1 Are the A / B graded scripts from older years better / comparable/not as good as the A/B graded scripts from the more recent years?

The overall standard for A / B is comparable although slightly higher folio marks were attained in 2005. The Grade Boundary mark was increased from 2002 to 2005 from 70 to 72 and 59 to 61 respectively.

There is a clear gap between the A / B and C / D candidates in paper1 There is also a clear gap between A / B and C/D candidates in paper 2

3.2 Are the C/D graded scripts from the older years better / comparable / not as good as the C/D graded scripts from the more recent years?

The overall standard for C / D is comparable although slightly higher folio marks were attained in 2005. The cut off score was increased from 2002 to 2005 from 48 to 51 and 42 to 46 respectively.