



External Assessment Report 2015

Subject(s)	GRAPHIC COMMUNICATION
Level(s)	ADVANCED HIGHER

The statistics used in this report are prior to the outcome of any Post Results Services requests

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 continue to demonstrate they are experienced in the delivery of Advanced Higher Graphic Communication, and this is reflected once again in the performance produced by the candidates this year. Candidates are well prepared for the knowledge aspects of the Course, and there is evidence that centres are acting on advice given in previous year's reports.

Questions were appropriately accessible for the majority of candidates and a significant number of candidates completed all of the questions.

Areas in which candidates performed well

Question 1: Most candidates demonstrated that they knew if the term listed was a Design Principle or a Design Element. However they did find it challenging to describe how it was applied to the given leaflet and therefore were not able to access all marks available.

Question 2: Most candidates gained the majority of marks available for the Typographical features listed.

Question 8: The majority of candidates delivered a good response to the question. A proportion of the candidates could have gained more marks for a higher degree of accuracy.

Question 9: When attempted, it was generally completed to a high degree of accuracy and demonstrated a very good understanding of true lengths.

Areas which candidates found demanding

Question 4: Some candidates found it challenging to fully describe, using sketches and the written word, how to create the given object.

Question 7: Some candidates found it demand in finding the true lengths and the additional point on the curve to allow them to produce an accurate surface development.

Question 9: Some candidates did not attempt this question.

Statistical information: update on Courses

Number of resulted entries in 2014	956
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Number of resulted entries in 2015	909
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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 - 200				
A	33.1%	33.1%	301	156
B	34.0%	67.1%	309	133
C	21.6%	88.7%	196	111
D	5.7%	94.4%	52	100
No award	5.6%	-	51	-

For this Course, the intention was to revert to the 2013 grade boundaries as this assessment was believed to be to that standard.

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, SQA therefore 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 Business Manager 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.