



Course Report 2018

Subject	Administration and IT
Level	National 5

This report provides information on the performance of candidates. Teachers, lecturers and assessors may find it useful when preparing candidates for future assessment. The report 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 assessment documents and marking instructions.

The statistics used in this report have been compiled before the completion of any Post Results Services.

Section 1: comments on the assessment

Summary of the course assessment

Component 1: question paper

Candidates performed well in this first question paper. The course component performed as expected, with the majority of candidates submitting printouts for all questions. Most candidates attempted all theory questions, and many candidates achieved high marks in the question paper. Centres commented that candidates had sufficient time to complete the paper.

All questions performed as expected.

Component 2: assignment

Few candidates attained low marks in this assignment. However, few attained very high marks. The course component performed as expected, although candidates often did not attain the top marks due to keying-in errors and inconsistencies.

There were no grade boundary issues raised.

Section 2: comments on candidate performance

Areas in which candidates performed well

Component 1: question paper

In question 1, the database, candidates attained most marks in the table and the form. The average mark was over half marks for each sub-section.

Question 1(a), most candidates could print the correct criteria in the table.

Question 1(b), most candidates could insert the correct fields into the form, key-in the correct information to the form, and print the correct form.

Question 1(c), most candidates, who submitted a printout, could sort the label by Agency Name and insert a footer in each label.

Question 1(d), most candidates could insert the logo at the right-hand side, search the data on one criteria, and print the report with the correct fields.

In question 2, the spreadsheet, the average mark was over half marks for each sub-section.

Question 2(a) (i), the majority of candidates attained full marks by inserting correct formulae in appropriate cells.

Question 2(a) (ii), most candidates could centre the headings and key-in the correct quantities in the order form. They could also use the correct formula to calculate the Total and Total Cost, and calculate the Sub Total, even though they had calculated the Discount Amount incorrectly.

Question 2(b), most candidates could use the correct data and print the chart on one page.

In question 3, the average mark was over half marks. Most candidates could outline at least two responsibilities of each of the Acts and explain some ways that the organisation could ensure the security of people and property.

Component 2: assignment

Task 1 — presentation

Most candidates achieved high marks in this task. They could insert the timetable, insert new rows, copy and paste the correct information, and insert the chart. Most also attained the formatting marks on slide 6.

Task 2 — theory

Most candidates could explain one benefit of having a strong corporate image.

Task 3 — personal training form

Most candidates could insert the main headings and sub-headings, the footer, and the logo in correct place. They could also make the manuscript correction changes.

Task 4 — e-diary

Most candidates attained most marks. They could insert the meetings at the right times and print in daily view.

Task 5(a) — internet printouts

Most candidates could select the correct day and train journey, and select a suitable lunch venue and hotel.

Task 5(b) — e-diary reminder

Most candidates attained most marks for this task, they could show the 30-minute reminder.

Task 6 — theory

Most candidates attained at least half marks for this task as they could outline tasks of the admin assistant.

Task 7 — newsletter

Most candidates attained high marks for this task as they could copy and paste the information about the trainers and format the text so that it was consistent, and insert the timetable and print on one page.

Task 8 — membership card

Most candidates attained high marks in this task. They could create and merge a membership card of the correct size with varied text formats, insert a box for the photo, insert the logo in the correct place, and input the date.

Task 9(a)

Most candidates attained more than half marks in this task. They could produce a poster with various fonts, text formats and on one page.

Task 9(b)

Most candidates attained more than half marks in this task. They could provide evidence of an urgent/high priority e-mail being sent, which included the essential information and correct attachment, using an appropriate e-mail layout.

Areas which candidates found demanding**Component 1: question paper**

In question 1, the database, many candidates did not include a printout for question 1(c), the labels; a number of candidates also omitted 1(d), the report.

Question 1(a), many candidates did not change the date of birth field format to Medium Date, some changed the field heading to Medium Date. Omitting the contact title field when printing the table was also common.

Question 1(b), some candidates did not key-in the given form header or include the title field.

Question 1(c), few candidates attained full marks for this task. Many candidates did not print the labels with the correct fields and a suitable layout. Most labels included additional fields, for example e-mail address.

Question 1(d), many candidates did not insert a suitable heading, or they incorrectly capitalised it. Searching the data on two criteria and sorting on two fields was usually attempted, but was often incorrect. Though candidates printed a report with the correct fields, they were often in the wrong order.

In question 2, the spreadsheet, candidates did not achieve as highly for this question as they have in previous years' spreadsheets.

Question 2(a) (i), a number of candidates are still inserting formula using + instead of SUM, or using both SUM and +. Marks are not awarded for these formula.

Question 2(a) (ii), many candidates did not increase the size of font, embolden, put a thick border around the Total Due amount or format the cells to euros. In the formula printout many candidates did not insert the correct formula to calculate the Discount Amount, instead they inserted a formula which calculated the Discount Rate. An incorrect formula was also often used to calculate the VAT. A number was often used instead of the cell reference or they used the rate.

Some candidates did not link the price list and order form to insert the cost formula, or use named cells as instructed. Also instead of adding the Sub Total and VAT cells, they deducted them.

Question 2(b), most candidates did not include labels and percentage in, the segments of the chart and many candidates did not key-in a suitable heading for the chart, with correct capitalisation.

Question 3, some candidates did not explain ways, instead they described, some did not stick to people and property. Marks were not awarded when answers related to security of information.

Component 2: assignment

Task 1 — presentation

Many candidates did not attain the search and replace mark because one 'Zumba' was often not replaced. The new slide was often not consistent with the previous slides. The heading in the new slide was often aligned differently, or had different capitalisation.

Keyboarding was also poor in this task and many candidates did not attain the keyboarding marks. Keyboarding surrounding display of the hyphen or dash in the time, was incorrect. A number of candidates also did not include the contact details.

Task 2 — theory

Many candidates attained less than half marks in this task because they did not outline a feature of corporate image — many identified a feature or a benefit. Many candidates also described or outlined a benefit instead of explaining.

Task 3 — personal training form

Almost all candidates attained less than half marks for this task. Candidates found this difficult because they were creating a new document. Many candidates did not use shading appropriately (sections for manual completion should not be shaded). They also did not think about the information that was to be entered into a box, so that there were larger and smaller

boxes in the form. If lines were used instead of boxes, the line length and number of lines should be consistent.

Candidates did not know how to deal with an asterisk and they did not use the correct spacing before or after the forward slash, ie Active/Not Active.

Again, candidates did not key-in accurately, so many did not attain the keyboarding marks.

Task 4 — e-diary

Some candidates did not input the correct locations or any location, particularly for the Launch Evening. They also did not show the time endings (especially for the Launch Evening) on either the daily view (time not changed before printing, instead it was the default time), or any supplementary sheets.

Task 5(a) — internet printouts

Many candidates attained less than half marks. Many did not select a train time. Candidates provided information about a number of trains from Ayr to Troon, but did not select a specific train.

Walking directions also started at an incorrect place. A number of candidates used an incorrect postcode, and many candidates reversed the directions, so that they showed the walking directions from the lunch venue to Elysium.

Some candidates did not provide evidence in their printouts of:

- ◆ A lunch venue with a review of 4 or more stars and in Troon.
- ◆ A hotel with 4 stars or above and in Troon.
- ◆ Walking directions from the Club to the lunch venue (providing instead driving directions or walking in the wrong direction, ie from lunch venue to the Club).

This was often due to candidates providing screen dumps and clipping the image, so that the information could not be seen.

Task 5(b) — e-diary reminder

A number of candidates did not have the correct time for the lunch, or key-in the information accurately.

Task 6 — theory

Many candidates did not attain both marks for explaining consequences of unreliable websites. Many attained one mark (they outlined or described rather explained).

Task 7 — newsletter

Many candidates did not insert the graphics to be consistent in size. Some candidates did not insert the timetable below the last sentence.

Task 8 — membership card

Many candidates did not include the title in the member name when merging. Again, the keyboarding mark was often not attained due to omitting the heading, incorrect keying-in or incorrect capitalisation in Start Date.

Where candidates used Publisher, some did not print the merged fields and merged card. A screen shot is acceptable to show merged fields in a Publisher document.

Task 9(a)

Most candidates did not attain the keyboarding marks due to inconsistent time and keyboarding errors. They also did not include a page border, it was often clipped, only showing corner borders or they did not insert graphics. These were part of the task instructions.

Task 9(b)

Most candidates did not attain the keyboarding marks in the task, due to keying-in errors and inconsistent capitalisation.

Section 3: advice for the preparation of future candidates

Component 1: question paper

Refer to the marking instructions and principles for marking when preparing candidates for future years, these are available on SQA's website.

The quality of printing was generally good. Centres must continue to ensure that printouts are legible, the ink was faint in some instances. Data must be visible and legible to gain marks.

Centres must ensure that candidates have practised all required features for the database, eg changing the format of a field and printing labels, searching on two criteria, and sorting on two fields.

Candidates usually included the correct fields for the database form, however they were directed to use these fields this year. When they are asked to include all fields they must ensure that there are no duplicate fields.

Where candidates are asked to include a name they must have title, first name and surname fields, or column headings in the correct order.

When using spreadsheets, candidates need to know the difference between the rate, ie 2% and the amount, ie £310 and they must use the sum function correctly.

Theory was well attempted and candidates should be reminded to answer the question by thinking about the command word used.

Component 2: assignment

Almost all candidates completed the assignment and most handed in the correct printouts.

There was evidence of poor keyboarding across the whole assignment especially when candidates had to create their own document. Candidates must proof read their work carefully before submission.

The layout of e-mails continues to improve and candidates were able to compose an e-mail containing specific information.

Theory was generally poorly attempted, candidates often did not follow the command word in their responses.

Internet searches tended to be poorly completed — if screen shots are used candidates must ensure that all information required is clearly visible and legible — if information cannot be read no marks can be awarded. Candidates must ensure that they show the criteria which has been requested, for example the printout must show 4 star hotel in Troon. If options of different trains are given by the search, candidates must choose which train they are selecting. Candidates should know the difference between review rating and star ratings, and be able to search for either.

Centres should ensure that the software used allows candidates access to all the functions specified in the course specification. For example, e-mail software must have an urgent facility.

Date/time formats should be set for UK English, not American English as was evidenced in many centres.

Candidates should insert graphics into text boxes by using Wrap Text.

Candidates' names must be keyed-in on all printouts.

Centres should refer to the marking instructions and principles for marking when preparing candidates for future years.

Grade boundary and statistical information:

Statistical information: update on courses

Number of resulted entries in 2017	5477
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Number of resulted entries in 2018	4767
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Statistical information: performance of candidates

Distribution of course awards including grade boundaries

Distribution of course awards	Percentage	Cumulative %	Number of candidates	Lowest mark
Maximum mark				
A	30.4%	30.4%	1449	84
B	28.2%	58.6%	1346	72
C	21.4%	80.1%	1021	60
D	12.3%	92.4%	588	48
No award	7.6%	-	363	-

General commentary on grade boundaries

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.

SQA aims to set examinations and create marking instructions which 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.

Therefore SQA holds a grade boundary meeting every year for each subject at each level to bring 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.

Grade boundaries from exam papers in the same subject at the same level tend to be marginally different year to year. This is because the particular questions, and the mix of questions, are different. This is also the case for exams set by centres. If SQA alters a boundary, this does not mean that centres should necessarily alter their boundary in the corresponding practice exam paper.