

# National 5 Graphic Communication



## Guidance on gathering key evidence for producing estimates in session 2020–21

Document updated 3 February 2021 — new content highlighted on page 4.

This document provides subject-level guidance to SQA approved centres on gathering key evidence to support estimates for National 5 Graphic Communication in session 2020–21. You should read this guidance alongside [National Courses: guidance on gathering evidence and producing estimates](#) and the SQA Academy resource, [Quality assurance of estimates for National Courses](#).

This document also includes information on subject-level assessment resources.

## Gathering key evidence to produce estimates for National 5 Graphic Communication

Every year you provide estimates for your candidates. This document and *National Courses: guidance on gathering evidence and producing estimates* will give you additional support and guidance to support your decision making for session 2020–21. Evidence should be gathered later in the course, as a realistic reflection of a candidate's attainment. It is important to note that it is not the **quantity** of evidence, but the **quality** of evidence, in relation to its predictive value, that will support you during the estimation process.

The following types of key evidence are likely to provide a good predictive value and may be helpful, although there may be other types of key evidence you feel you would like to use.

### Types of key evidence and assessment resources

You should focus on the following two pieces of key evidence when holistically reviewing candidate performance:

- ◆ evidence generated from a question paper (or a similar assessment method)
- ◆ evidence generated from an assignment (or parts of one)

Make sure you are familiar with the skills, knowledge and understanding tables on pages 5–14 of the course specification. These tables list all assessable content for the question paper and the assignment. When you review evidence, you should take into account the course assessment weighting of the question paper and the assignment.

You must base your estimated grades on demonstrated attainment and you must have evidence of this. It is good practice to build in collaborative approaches to marking and the verifying of marking, especially for the assignment which has subjective content. This should be done at a department or faculty level, but ideally on a wider scale. When you verify assessment decisions, make sure to check your understanding of the national standard with

the supporting documentation that is available for [National 5 Graphic Communication](#) on SQA's website and SQA's [Understanding Standards](#) website.

### **Component 1: question paper**

You should gather evidence from occasions where candidates have applied their learning of skills, knowledge and understanding in unseen situations. The most valid evidence will be generated using assessment instruments that replicate, as far as possible, the standard, format and security of SQA question papers. This means that 30% of questions are 'A' discriminators and 50% of questions are accessible at 'C' level.

In addition to a full question paper or as an alternative, you can use a range of candidate evidence to decide an estimated grade. When making attainment decisions, you can consider any work produced by candidates that has not been taught step by step or following a tutorial guide. This evidence is likely to come from the skills, knowledge and understanding relating to the following\*:

- ◆ Computer-aided design techniques
- ◆ Graphic items in specific situations
- ◆ Manual and electronic methods of graphic communication
- ◆ Spatial awareness
- ◆ Use of colours, layout and presentation techniques

\* Note: 'drawing standards, protocols and conventions' is not in this list, to align with changes made to the Higher question paper for session 2020–21.

You can find more details on the structure of the question paper on page 16 of the Graphic Communication course specification.

Make sure you are familiar with the specimen question paper, past papers and marking instructions — these illustrate the standard, structure and requirements of the question paper.

### **Component 2: assignment**

The assignment assesses that candidates are able to apply graphic communication skills and knowledge, developed and acquired during the course. Candidates must respond to a problem or situation in the context of defined tasks, covering the following:

- ◆ Preliminary graphics
- ◆ Production graphics
- ◆ Promotional graphics

These may, or may not, be thematically related and include various tasks. You can find more details on the structure of the assignment on page 17 of the Graphic Communication course specification.

In addition to a full assignment or as an alternative, you can use a range of candidate evidence to decide an estimated grade. When making attainment decisions, you can consider any work produced by candidates that has not been taught step by step or following a tutorial guide.

This evidence is likely to come from the following skills, knowledge and understanding:

- ◆ sketches of objects of suitable complexity including 2D and pictorial views
- ◆ sketches of an assembled product consisting of at least three components
- ◆ manual renderings of pictorial sketches demonstrating materials, highlights, shadows, and surface texture
- ◆ 2D orthographic drawings of a suitable complexity, generated from 3D CAD models of components and assemblies including:
  - appropriate sectional views
  - appropriate standards and conventions applied throughout
  - pictorial line views, including exploded views
  - three or more projected orthographic views
- ◆ high-quality rendered CAD models, demonstrating realistic materials, shadow, highlights, and textures
- ◆ preliminary planning for a desktop-published graphic item
- ◆ promotional graphic item developed from appropriate planning, showing the use of design elements and principles, and desktop publishing techniques

Make sure you refer to the content tables in the course specification, specimen assignment and past assignments (plus associated marking instructions) — use these as a guide to judge suitable complexity.

### **Using additional assessment resources for session 2020–21: key information**

It is important that you use valid and reliable assessment when gathering evidence to produce estimates for National 5 in session 2020–21.

For National 5 Graphic Communication, SQA will provide a question paper and an assignment for session 2020–21, which you can use when gathering evidence to support your estimates.

To align with changes made at Higher for session 2020–21, the question paper does not assess 'drawing standards, protocols and conventions' and we have removed 15 marks, reducing the marks from 80 to 65 marks. You should adjust the course assessment weighting in line with this for your estimates, to 62% for the question paper and 38% for the assignment.

To align with changes made at Higher for session 2020–21, the assignment has two additional points of guidance:

- ◆ Candidates can do thumbnail or sketching tasks from home if necessary — for example, if a centre is closed due to a localised COVID-19 outbreak.
- ◆ Candidates can spend additional time on the assignment if necessary (if you decide it is appropriate that they attempt it in part or in full) — for example, if a centre is closed due to a localised COVID-19 outbreak. Teachers and lecturers should use their professional judgement to decide if additional time is necessary as the assignment is designed to be completed within 8 hours.

#### **New content added 3 February 2021:**

Now the assignment is an assessment resource, you should use the coursework task flexibility in the best way to suit your centre. Where possible, you should adhere to the published conditions of assessment to maintain the reliability and validity of the evidence generated. However, during the present situation, we fully accept that centres may not be able to store assignments between assessment sessions and therefore candidates may work on them at home.

#### **End of new content.**

Please note that the question paper and assignment marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.

The National 5 question paper, assignment and marking instructions will only be available on SQA's secure website — you must treat these confidentially, in the same way as other live assessment materials and must not discuss them on social media, including in online secure groups.

You should carefully consider how best to use these materials to support candidates, to integrate with your programme of learning, and to help you collate evidence of candidate attainment.

If you use the question paper or assignment in part or in its entirety, you should remind candidates that they must not discuss the content with anyone, including friends, family or on social media.

### **Understanding the national standard**

The Understanding Standards website provides a variety of online resources to help you prepare for assessment. These resources allow you to consider the principles that underpin marking the question paper and the assignment. You can apply these when marking exemplar candidate responses and reviewing the senior marker's commentary, which is supplied with each example.

Resources for National 5 Graphic Communication include:

- ◆ question paper exemplars from 2018 with commentaries
- ◆ assignment exemplars from 2018 and 2019 with commentaries
- ◆ a webinar recording of the CPD session about the changes to assessment from 2017–18 onwards
- ◆ course report from 2018 and 2019

Course reports are prepared by principal assessors annually and provide information on areas where candidates have performed well, and not so well. These areas tend to be similar year-on-year. In addition, they provide advice on how to prepare candidates for assessment and give them best opportunity to access marks.

For the question paper, we recommend that candidates:

- ◆ look at the command word and respond appropriately
- ◆ use sketches to support written responses
- ◆ annotate graphics
- ◆ use terminology from the course specification for 2D and 3D CAD modelling questions

For the assignment, we recommend that candidates:

- ◆ use design elements/principles creatively for DTP work
- ◆ understand the application of scale, centre lines, cutting planes and dimensions
- ◆ understand third-angle projection and learn how to apply hidden detail in orthographic sketches
- ◆ understand the importance of proportion and learn how to apply it in orthographic sketches
- ◆ understand to follow instructions not to use 3D-CAD software, and drawing boards and set squares, in specific tasks