



National  
Qualifications  
2015

# 2015 Graphic Communication

## New Higher

### Finalised Marking Instructions

© Scottish Qualifications Authority 2015

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



## General Marking Principles for Higher Graphic Communication

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this paper. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) For each candidate response, the following provides an overview of the marking principles. Refer to the Specific Marking Instructions for further guidance on how these principles should be applied.
  - (i) Questions that ask candidates to **describe**  
Candidates must provide a statement or structure of characteristics and/or features. This should be more than an outline or a list. Candidates may refer to, for instance, a concept, experiment, situation, or facts in the context of and appropriate to the question. Candidates will normally be required to make the same number of factual/appropriate points as are awarded in the question.
  - (ii) Questions that ask candidates to **explain**  
Candidates must generally relate cause and effect and/or make relationships between things clear. These will be related to the context of the question or a specific area within a question.
  - (iii) Questions that ask candidates to **compare**  
Candidates must generally demonstrate knowledge and understanding of the similarities and/or differences between, for instance, things, methods, or choices. These will be related to the context of the question or a specific area within a question.
- (e) Candidates can respond to any question using text, sketching, annotations or combinations where they prefer. No marks shall be awarded for the quality of sketching. Marking will relate only to the information being conveyed.

Detailed Marking Instructions for each question

Question		Expected Response	Max Mark	Additional Guidance
1.	(a)	<p><b>Helix</b></p> <ul style="list-style-type: none"> <li>• Describing a <b>profile</b> and <b>axis</b> (1 mark).</li> <li>• Describing feature command as <b>helix</b> (1 mark).</li> </ul>	2	
	(b)	<p><b>Pipe</b></p> <ul style="list-style-type: none"> <li>• Describing <b>path</b>, with all <b>dimensions</b> (1 mark).</li> <li>• Describing <b>profile</b> with OD10 &amp; ID7 (1 mark).</li> <li>• Feature command as <b>extrude along a path</b> (1 mark).</li> </ul>	3	<p>The two linear measurements, arc, and angle for 1 mark.</p> <p>Accept feature commands as sweep. Candidates may also use shell command, no need to mention selecting faces.</p>

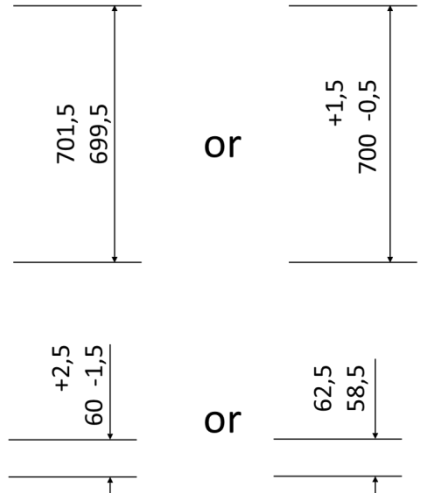

Question	Expected Response	Max Mark	Additional Guidance
(c)	<p><b>Nozzle</b></p> <p><b>Loft Method</b></p> <ul style="list-style-type: none"> <li>• Loft command (1 mark).</li> <li>• Loft from DIA30mm to DIA53, <b>54 or 55</b> (1 mark)</li> <li>• offset to 241mm (1 mark).</li> <li>• Loft from DIA57mm to DIA58 offset to 13mm (1 mark).</li> <li>• Shell to 1mm and 3mm (1 mark).</li> <li>• Hole DIA7mm on DIA30mm end (1 mark).</li> </ul> <p><b>Revolve Method</b></p> <ul style="list-style-type: none"> <li>• Ensuring length of part 254mm (1 mark).</li> <li>• Ensuring diameters are DIA30mm DIA53, <b>54 or 55</b> DIA57 DIA58mm (1 mark).</li> <li>• Ensuring part has a 1mm wall thickness and 3mm end wall thickness (1 mark).</li> <li>• Ensuring profile has correct pipe hole diameter 7mm (1 mark).</li> <li>• Creating a profile axis (1 mark) see additional guidance).</li> <li>• Feature command as revolve (1 mark).</li> </ul>	<b>6</b>	<p>No need to mention workplanes for the offset distance.</p> <p>If a candidate lofts the wide end of the nozzle using DIA <b>58 and 52</b> circles to <b>DIA 57 and 51</b> circles with an offset of 13mm. This would create the 3mm wall thickness.</p> <p>No need to mention selecting faces for shell command.</p> <p>A possible solution involves extruding with taper. Award marks for candidate using correct dimensions and features to create the part.</p> <p>If used an alternate method, rather than revolve, the mark awarded for profile axis is used to reward candidates for creating the 3mm lip on the end of the nozzle.</p>

Question		Expected Response	Max Mark	Additional Guidance
	(d)	<p><b>Wall Bracket</b></p> <ul style="list-style-type: none"> <li>• Extruding L-shape bracket (1 mark).</li> <li>• Wall thickness of bracket is 10mm (1 mark).</li> <li>• Circular recess profile is between DIA114mm and 120mm and extrude (subtract) circular recess 5mm deep (1 mark).</li> <li>• Ensuring centre of hook is 32mm from the back of the wall bracket and positioned vertically (1 mark).</li> <li>• Ensuring hook is equal to or less than DIA10mm (1 mark).</li> <li>• Applying four screw holes to bracket (1 mark).</li> <li>• Height from bottom of recess to the bottom of the pin, size 376mm (1 mark).</li> </ul>	7	<p>The L-shape could be created from 2 extrudes or from a solid cuboid with a subtraction of material.</p> <p>Candidate must mention subtract or remove material to gain the mark.</p>

Question		Expected Response	Max Mark	Additional Guidance
2.	(a)	<p><b>3P's</b></p> <p><b>Figure 1 - Promotional graphic</b></p> <ul style="list-style-type: none"> <li>• realistic rendering of the building</li> <li>• shows how the completed building will fit in with its environment</li> <li>• promotion or advertising for the building.</li> </ul> <p><b>Figure 2 - Preliminary Graphic AND/OR</b></p> <ul style="list-style-type: none"> <li>• gives a sense of scale and form</li> <li>• no specific construction information can be gained</li> <li>• used to give a sense of how the concept may look.</li> </ul> <p><b>Figure 3 - Production Graphic</b></p> <ul style="list-style-type: none"> <li>• Shows how the building will be laid out</li> <li>• gives details of internal partitions and accommodation.</li> </ul>	3	<p>One mark awarded per graphic.</p> <p>To achieve full mark per graphic, candidates must identify where in the development process it fits (3P's) AND explain how it would be used.</p>
	(b)	<p><b>Scale</b></p> <ul style="list-style-type: none"> <li>• Size of item</li> <li>• Size of paper</li> <li>• Degree of detail required</li> </ul>	2	One mark for each.
	(c)	<p><b>Cross Hatching</b></p> <ul style="list-style-type: none"> <li>• Describe different materials</li> <li>• Describe different components</li> <li>• Show parts that have been cut by the cutting plane</li> </ul>	2	One mark for each correct statement.

Question		Expected Response	Max Mark	Additional Guidance
	(d)	<p><b>BS Symbols</b></p> <p>Figure 4 - Window hinged at side</p> <p>Figure 5 - Existing tree to be removed</p> <p>Figure 6 - Contours</p>	3	<p>One mark awarded for each correct response.</p> <p>Figure 4 - Must state 'hinged at side' to be awarded mark - accept 'hinged'.</p> <p>Figure 5 - Do not accept 'Tree'.</p>
3.	(a)	<p><b>Advantages to the consumer</b></p> <p>Responses should include;</p> <ul style="list-style-type: none"> <li>• A number of magazines/publications can be stored on a device</li> <li>• Easy to zoom in or increase size of font</li> <li>• Can be shared across a number of devices for the owner</li> <li>• Sharing elements/videos/images on social media or email</li> <li>• Instant links to websites (if needed)</li> <li>• Can copy and paste content</li> <li>• No need to visit shop or wait for it to be delivered</li> <li>• Videos can be embedded</li> <li>• Can be read in the dark</li> <li>• Available in different languages</li> <li>• Better for the environment, with justification eg delivery costs, raw materials, printing costs</li> <li>• Digital copies cost less than their paper versions to purchase.</li> <li>• Any other relevant answer.</li> </ul>	2	Two advantages at one mark each.

Question		Expected Response	Max Mark	Additional Guidance
	(b)	<p><b>Advertising</b></p> <p>Responses should include;</p> <ul style="list-style-type: none"> <li>• Sharing elements/videos/images on social media or email</li> <li>• Interactivity allows advertisers website to be accessed directly and instantly</li> <li>• Potential purchasing of products is easier</li> <li>• Live pricing on products</li> <li>• Advantage of being able to add videos, animations, slideshows using the same amount of advertising space.</li> <li>• Any other relevant answer.</li> </ul>	2	Two advantages at one mark each.
	(c)	<p><b>Distribution</b></p> <p>Responses should include;</p> <ul style="list-style-type: none"> <li>• Adaptability for different platforms/devices</li> <li>• Target market limited due to affordability of devices</li> <li>• Subscription services</li> <li>• Possible loss of jobs for print staff. Not offset by digital based employees</li> <li>• Digital rights management</li> <li>• Internet access not always available</li> <li>• Some potential users put off by digital media and prefer the printed version.</li> <li>• Any other relevant answer.</li> </ul>	4	One mark per appropriate response.

Question		Expected Response	Max Mark	Additional Guidance
4.	(a)	Scale 1:20	1	Printing size error on exam script, accept 1:19 to 1:20.
	(b)	Table Height Max - 764mm      Min - 758mm	2	
	(c)	Tolerances  	2	Correct values for tolerances for leg and table top (1 mark). Correct BS convention for leg and table top (1 mark). 1 Correct value and 1 correct BS convention (1 mark). Accept comma or point.
	(d)	BS threads  	2	One mark for each thread convention. Hidden detail (dashed) line awarded no marks.
	(e)	18mm	1	

Question		Expected Response	Max Mark	Additional Guidance
	(f)	20mm	1	
	(g)	Parallel Dimensioning	1	
	(h)	Part/local Section	1	Do not accept partial section.

Question		Expected Response	Max Mark	Additional Guidance	
5.	(a)	<p><b>Connecting with the target audience:</b></p> <ul style="list-style-type: none"> <li>• The use of a slender serif style which looks quite feminine.</li> <li>• The pink accent colour links to female target market.</li> <li>• Overlapping text creates a visually exciting effect.</li> </ul> <p><b>Creating contrast</b></p> <ul style="list-style-type: none"> <li>• Several different typefaces,</li> <li>• Use of reverse text (white text on black background).</li> <li>• Different font sizes,</li> <li>• Use of capital and lower case,</li> <li>• Use of serif/sans serif,</li> <li>• Use of italics/standard,</li> <li>• Staggered alignment,</li> <li>• Use of two colours,</li> <li>• Use of exaggerated quote marks.</li> <li>• Different line spacing creates visual interest.</li> </ul>	4	<p>For full marks</p> <p>Either</p> <p>1 from <b>target audience</b> and 3 from <b>creating contrast</b></p> <p>2 from <b>target audience</b> and 2 from <b>creating contrast</b></p> <p>3 from <b>target audience</b> and 1 from <b>creating contrast</b></p>	
	(b)	(i)	<p><b>Creating Unity</b></p> <p>One mark for each of 2 answers from:</p> <ul style="list-style-type: none"> <li>• Layering and overlapping one image over another.</li> <li>• The drop cap over the image creates a physical unity.</li> <li>• The use of the yellow accent colour in seven separate areas creates unity through colour.</li> <li>• The angle of the headline matching the angle of the drop cap and the highlighted area of the pull quote.</li> <li>• The graphic images are all on the same theme.</li> </ul>	2	<p>Any two (For layering &amp; overlapping, the terms send to back and send to front are accepted).</p>

Question		Expected Response	Max Mark	Additional Guidance
	(ii)	<p><b>Proportion</b></p> <p>One mark for each of 2 answers from:</p> <ul style="list-style-type: none"> <li>• The use of a large dominant image on the left hand page leads the eye to the article and its' theme.</li> <li>• The size of the title also draws the reader to the article.</li> <li>• The drop cap's proportion leads the reader to the start of the body text.</li> <li>• The change in proportion of the three graphics on the right hand page creates interest and breaks from conformity.</li> </ul>	2	Any two
	(c)	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• The column grid structure is rectangular in fact it is almost square. This creates a safe, formal look.</li> <li>• The green circle and the thin circles add visual contrast against the rectangular structure.</li> <li>• The cropped photograph (or figurative outline) brings a strong irregular shape that suggests movement to the layout and contrasts with the very formal or rectilinear column structure.</li> <li>• The thin circles are not concentric and this creates a sense of movement and pattern that contrasts with the formality of the layout structure.</li> <li>• The full stops and circles used in the layout create rhythm through repetition.</li> </ul>	3	Any three at one mark each.

Question		Expected Response	Max Mark	Additional Guidance
6.	(a)	<p><b>Colour</b></p> <p><b>Version 1:</b></p> <ul style="list-style-type: none"> <li>• Too many colours that conflict or contrast with each other.</li> <li>• There is no unifying colour.</li> <li>• There is no accent colour tying the layout together.</li> <li>• Colour used to separate the areas.</li> <li>• Choice of bright colours doesn't suit the target market of 18-28.</li> </ul> <p><b>Version2:</b></p> <ul style="list-style-type: none"> <li>• Uses harmonising tones of blue that create unity.</li> <li>• The red headings and sub-heads with the blue create visual interest and unity.</li> <li>• The red text is advancing and stands out.</li> </ul>	2	Any one from each version.

Question	Expected Response	Max Mark	Additional Guidance
(b)	<p><b>Alignment</b></p> <p><b>Version 1:</b></p> <ul style="list-style-type: none"> <li>• The whole document is centre aligned.</li> <li>• The headline is centre aligned along with the 2013.</li> <li>• The rule is aligned with the column structure.</li> <li>• The sub heads are in alignment within their coloured boxes.</li> <li>• The sub-heads are in alignment with the graphics.</li> <li>• The body text columns are in alignment with the graphics and the sub-heads.</li> <li>• It is a very formal layout.</li> <li>• The strong alignment creates a clear structure that is easy to follow.</li> <li>• Fully justified text adds to the strong alignment.</li> </ul> <p><b>Version 2:</b></p> <ul style="list-style-type: none"> <li>• The headline and 2013 are centre aligned.</li> <li>• The drop caps are all in alignment with the top edge of the text columns.</li> <li>• The 'R&amp;R on the farm' sub-head is aligned with the text column.</li> <li>• The 'Blastin' Merry' sub-head is aligned with the bottom of the graphic.</li> <li>• The white border is centre aligned.</li> <li>• The informal layout creates interest.</li> </ul>	4	<p>For full marks</p> <p>Either</p> <p>1 from <b>Version 1</b> and 3 from <b>Version 2</b></p> <p>2 from <b>Version 1</b> and 2 from <b>Version 2</b></p> <p>3 from <b>Version 1</b> and 1 from <b>Version 2</b></p>

Question		Expected Response	Max Mark	Additional Guidance
	(c)	<p><b>Balance</b></p> <p><b>Version 1:</b></p> <ul style="list-style-type: none"> <li>• Uses a symmetrical balance resulting in a very formal look.</li> <li>• Formal, symmetrical, structure not likely to appeal to the TM.</li> </ul> <p><b>Version 2:</b></p> <ul style="list-style-type: none"> <li>• Uses an asymmetric balance that creates a youthful feel or look.</li> <li>• It is more of a challenge to find your way around because of the angles and rotated sub-heads.</li> <li>• Asymmetric balance provides visual interest that will appeal to the TM.</li> </ul>	2	<p>Any one from each version.</p> <p>Answers must mention symmetry and asymmetry.</p> <p>To mention symmetry or asymmetry alone is not enough for full marks, clear justification must be given.</p>
	(d)	<p><b>Texture</b></p> <p><b>Version 1:</b></p> <ul style="list-style-type: none"> <li>• There is a lack of texture in the document.</li> <li>• It is texturally bland and may not appeal to the TM as much as V2.</li> </ul> <p><b>Version 2:</b></p> <ul style="list-style-type: none"> <li>• The lined paper effect.</li> <li>• The ink splash top right create visual interest and a course, home-made quality. Their inclusion is intended to appeal to a young TM.</li> <li>• The blurred nature of the ink splash.</li> </ul>	2	<p>Any one from each version.</p> <p>Accept flat/smooth for lack of texture.</p>

Question		Expected Response	Max Mark	Additional Guidance
	(e)	<p><b>Emphasis</b></p> <p><b>Version 1:</b></p> <ul style="list-style-type: none"> <li>• Uses colour fills to emphasise the names of the festivals.</li> <li>• The layout is flat; there is no use of layering to push items forward and create depth other than the colour fills behind the subheads.</li> <li>• The headline is suitably large and gives emphasis.</li> <li>• The headline is colourful and gives emphasis.</li> <li>• The headline is curved and gives emphasis.</li> </ul> <p><b>Version 2:</b></p> <ul style="list-style-type: none"> <li>• The colour fills behind the sub-heads push the sub-heads forward.</li> <li>• The colour fills are rotated to create an angular effect that makes them more obvious.</li> <li>• Drop shadows behind the headline, and images create emphasis.</li> <li>• Drop caps emphasise the start of the body text making it easy to locate where to begin reading.</li> <li>• Contrasting heading font with white outline.</li> </ul>	2	Any one from each version.

[END OF MARKING INSTRUCTIONS]