



# **Advanced Higher Graphic Communication — draft Course rationale and summary**



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# Course rationale

## Background

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities, as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

The application of graphic techniques in communicating ideas, concepts, information and technical detail has been revolutionised with the advances in computer, graphics and communication technologies. In embracing these advances, it is appropriate that a Graphic Communication Course at this level operates in a realistic, contemporary context with an approach to learning which is highly personalised and flexible. As graphics are applied in a range of contexts in the real world, it is important that the Course promotes the development of knowledge and skills in a realistic way. Graphic Communication study at this level will bring together aspects of technology and engineering, design, artistic endeavour, creativity, language and communication, and will therefore reflect these everyday activities as they interact in our world.

The challenges and activities for learning in the Course encourage learners to become successful, responsible and creative in their use of graphic skills and technologies, and to continue in their acquisition and attributes of the four capacities, including: creativity, flexibility and adaptability; enthusiasm and a willingness to learn; perseverance, independence and resilience; responsibility and reliability; and confidence and enterprise. Through these challenges and activities, learners should find learning an enjoyable and engaging experience.

This Course provides progression from Higher Graphic Communication.

## **Purpose and aims of the Course**

Skills in communicating using graphic media and interpreting, understanding, and critically evaluating graphic media created by others are essential for people of all ages living and working in a modern society. The way in which visual information is communicated has a direct influence and effect on our decisions, actions and emotions as we go about our everyday business. We rely heavily on the accuracy of information conveyed by graphic communications from complex engineering and technical information, simple display and informational graphics to animation and entertainment. We are bombarded by imagery in a visual, technological and virtual world with different, often dynamic graphic information that captures and competes for our attention.

Society and the world of work require individuals engaged in graphic activities to support commerce, industry, transport infrastructures and to contribute meaningfully in an information rich world. Given the pervasiveness of communication technology it is logical that individuals are increasingly confident, fluent, flexible, creative, ethical and effective in its usage. Studies and activities in graphic communication will serve individuals well in their understanding of the ways in which such activities impact upon our environment and society.

The Course will support learners who have a deep interest in using graphic communication as a vehicle for exploring issues, contexts, and applications in the

world of business, commerce and industry. It is likely to support those who wish to continue in this field by following a further programme of study or enquiry or by going into the world of work. It will allow inquisitive learners to explore their understanding of the applications for graphic communication as it contributes to society in a truly global sense.

With significant opportunities for personalisation and choice, the Course encourages creative and independent minds and provides skills and enthusiasm for lifelong learning. It draws on the skills, knowledge and understanding from other experiences as well as those from graphic communication to prepare learners through a rich and integrated learning experience.

The Course develops through a number of graphic themes and approaches and the learner may tailor their studies and choices to suit their intended pathways. Additionally within the Units there is scope for flexibility and it is therefore likely that learners will experience their studies in different but equally valuable ways.

The Course provides opportunities to study a diverse range of graphic applications, from business, industrial and the built environment, to computer aided work, publishing and interactive media.

The aims of the Course are to enable learners to develop:

- ◆ skills in graphic communication principles and techniques in the contexts of business, engineering and/or the built environment
- ◆ skills in the use of software applications in producing meaningful and effective graphic items and solutions to contextualised problems and challenges
- ◆ skills in business industrial and/or built environment graphic presentation work and animation techniques
- ◆ the ability to demonstrate independence in learning and thinking
- ◆ skills for enquiry, research and evaluation in the contexts of graphic communication
- ◆ a critical understanding of the impact of advanced graphic communication technologies and activities on our environment and society

## **Information about typical learners who might do the Course**

The Course is designed for all learners who can respond to a level of challenge including, but not limited to, those considering further study or a career in graphic design, computer-aided design and draughting, or electronic, interactive and moving media-related disciplines. It provides sufficient breadth, flexibility and choice to meet the needs of all learners with enquiring and disciplined minds.

Learners will develop a deeper understanding of the broad roles, contributions and responsibilities of those working in a graphic discipline to analyse, problem solve, present, innovate and create visual solutions to specific technological, informational or complex graphic needs and requirements.

*successful learner, confident individual, responsible citizen, effective contributor*

On completing the Course, learners will have developed greater skills in analysis and problem solving, graphic design and application, and the use of advanced software applications and techniques in producing graphic solutions. In addition, they will be prepared for the next stages in their learning or ambitions.

Course activities also provide opportunities to enhance generic and transferable skills in planning and organising, working independently and in teams, critical thinking and decision making, research, communication and self- and peer-evaluation, in a graphic context.

This Course or its components may provide progression to:

- ◆ a range of graphic-related Higher National Diplomas (HNDs)
- ◆ degrees in graphic design and related disciplines
- ◆ careers in graphic design fields

# Course summary

## Course title: Advanced Higher Graphic Communication

### SCQF level 7 (32 SCQF credit points)

## Course outline

### Mandatory Units

The Course comprises the following mandatory Units:

<b>Graphic Communication for Commerce, Industry and the Built Environment (Advanced Higher)</b>	<b>12 SCQF credit points</b>
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### Optional Units

The Course comprises the following optional Units:

<b>Desktop Publishing and Graphic Presentation Techniques (Advanced Higher)</b>	<b>12 SCQF credit points</b>
<b>Interactive Media Publication Techniques (Advanced Higher)</b>	<b>12 SCQF credit points</b>

<b>Course assessment</b>	<b>8 SCQF credit points</b>
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This Course includes eight SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course. Further information on the Course assessment is provided in the Assessment section.

# Course structure and conditions of award

## Course structure

The Course enables learners to develop and extend a range of graphic and generic communication skills, skills in enquiry, analysis and problem solving, graphic design skills, skills in the use of graphic equipment, materials and software, and skills in evaluating.

The Course also enables learners to develop and extend knowledge and understanding of key graphic communication concepts and processes, the ability to apply these to a variety of problems, and an awareness of the impact of graphic communication on society and the environment.

Skills are developed in the contexts of graphic communication as it applies to commerce and industry, including engineering, built environment, informational and media applications.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways.

The Course consists of two Units, in which there are options, and Course assessment. The Course assessment will consist of a Question Paper and a Project.

### **Mandatory Unit**

#### **Graphic Communication for Commerce, Industry and the Built Environment (Advanced Higher)**

This Unit will provide opportunities for learners to develop the graphic communication knowledge, skills and understanding which directly support activities in the often complex world of business, industrial and built environment activities. It will enable learners to experience graphic communication in detail and in relation to these disciplines, and to explore the purposes and applications. Through personalisation and choice, learners may choose to specialise in one, two or all of these disciplines as suits their needs. Within this Unit it is expected that learners will be using a range of knowledge and skills through manual and, electronic -based activities. Learners will have opportunities to explore the use of 3D modelling, graphic visualisation and animation in relation to their chosen study area(s).

### **Optional Units**

#### **Desktop Publishing and Graphic Presentation Techniques (Advanced Higher)**

This Unit will provide opportunities for learners to develop skills and explore techniques in desktop publishing and in creating a range of effective informational graphics. They will also explore their application in the fields of publication and graphic promotion. This Unit will largely apply to learners with an interest in paper-based or static presentation work, magazines, newspapers,

technical or informational manuals, static promotional work, website page design, advertising and point of sale. Graphic design work will be iterative, with an expectation of review, evaluation, amendment and presentation and a deep understanding of the needs of the intended audience.

### **Interactive Media Presentation Techniques (Advanced Higher)**

This Unit will provide opportunities for learners to develop skills and explore techniques in creating a range of interactive or moving media graphic presentations. This Unit will largely apply to learners with an interest in digital media as it supports dynamic promotional work or web-based activities such as games, sales, technical animation, expressive arts, communications, electronic-based learning and advertising. Graphic design work will be iterative, with an expectation of review, evaluation, amendment and presentation and a deep understanding of the needs of the intended audience.

## **Conditions of award**

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. The required Units are shown in the Course outline section. Course assessment will provide the basis for grading attainment in the Course award.

# Assessment

Information about assessment for the Course is included in the *Course Assessment Specification*, which provides full details including advice on how a learner's overall attainment for the Course will be determined.

## Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on a Unit-by-Unit basis or by combined assessment.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

Exemplification of possible assessment approaches for these Units is provided in the *National Assessment Resource*.

## Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>1</sup>. At National 5, Higher and Advanced Higher, the added value will be assessed in the Course assessment. The added value for the Course must address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge and application.

In the Advanced Higher Graphic Communication Course, added value will focus on:

- ◆ breadth
- ◆ challenge
- ◆ application

Learners will draw on, extend and apply the skills and knowledge they have developed during the Course. These will be assessed through a combination of a [project](#)<sup>2</sup> and a [question paper](#)<sup>3</sup>.

The question paper introduces breadth to the assessment. It requires depth of understanding and application of knowledge from across the Units

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<sup>1</sup> Definitions can be found here: [www.sqa.org.uk/sqa/45528.html](http://www.sqa.org.uk/sqa/45528.html)

<sup>2</sup> See link above for definition

<sup>2</sup> See link above for definition.

<sup>3</sup> See link above for definition.