



Higher Graphic Communication — draft Course rationale and summary

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Contents

Course rationale	1
Background	1
Relationship between the Course and Curriculum for Excellence values, purposes and principles	2
Purpose and aims of the Course	2
Information about typical learners who might do the Course	3
Course summary	4
Course outline	4
Course structure and conditions of award	5
Assessment	6

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 Higher Graphic Communication Course offers a broad and creative experience in the subject of graphic communication and design. This diverse and multi-faceted Course provides scope for personalisation and choice.

The Course allows learners to broaden and deepen their skills base and to widen their horizons regarding a range of vocations and careers. It provides opportunities to acquire and develop the attributes and capabilities 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.

Learners are encouraged to exercise imagination, creativity and logical thinking. They will develop an awareness of graphic communication as an international language. They will find that the skills they acquire by successfully completing this Course will be invaluable for learning, for life and for the world of work.

The Course provides skills that are complementary to other curricular areas such as expressive arts, sciences, and mathematics. It provides skills that are valuable for learners in the other areas of study in technologies.

The Course provides progression from Graphic Communication (National 5).

Purpose and aims of the Course

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in communicating these effectively. Learners will develop skills in reading and interpreting graphics produced by others. They will develop spatial awareness and visual literacy.

The Course is practical, exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

The Course allows learners to engage with technologies. It allows learners to consider the impact that graphic communication technologies have on our environment and society.

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

- ◆ skills in graphic communication techniques, including the use of equipment, graphics materials and software

- ◆ creativity in the production of graphic communications to produce visual impact
- ◆ skills in evaluating the effectiveness of graphic communications in meeting their purpose
- ◆ an understanding of graphic communication standards and protocols, where these apply
- ◆ an understanding of the impact of graphic communication technologies on our environment and society

Information about typical learners who might do the Course

This Course is a broad-based qualification, suitable for learners with an interest in graphic communication — both digital and paper-based. It is suitable for those wanting to progress onto higher levels of study in the subject.

The qualification is largely learner-centred and includes practical and experiential learning opportunities. Because the world of graphic communication covers such a wide variety of styles and modes of communication, there is a vast scope for personalisation and choice within the Course for each learner.

On completing the Course, learners will be able to: initiate, develop and communicate ideas graphically; interpret graphic communications initiated by others; use graphic communication equipment, software and materials effectively and creatively; and apply knowledge and understanding of graphic communication standards and protocols, where these apply.

In addition, learners will have developed: design skills, including creativity; an understanding of the impact of graphic communication technologies on our environment and society; spatial awareness and visual literacy; and skills in evaluating the effectiveness of graphic communications in meeting their purpose.

The Course or its components may provide progression to:

- ◆ Advanced Higher Graphic Communication
- ◆ other SQA qualifications in technologies and in expressive arts

and ultimately, for some, to:

- ◆ a range of graphic communication or design-related Higher National Certificates (HNCs) and Higher National Diplomas (HNDs)
- ◆ degrees in design-related disciplines
- ◆ employment and/or training in design, graphics, marketing, computing, architecture, engineering, construction crafts and related fields

Course summary

Course title: Higher Graphic Communication

SCQF level 6 (24 SCQF credit points)

Course outline

Mandatory Units

2D Graphic Communication (Higher) (9 SCQF credit points)

3D and Pictorial Graphic Communication (Higher) (9 SCQF credit points)

Course assessment

(6 SCQF credit points)

This Course includes six SCQF credit points for 40 additional programmed hours to allow 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

The Course is practical and yet exploratory and experiential in nature. It combines elements of creativity and communicating for visual impact with elements of protocol and an appreciation of the importance of graphic communication standards, where these are appropriate.

On completing the Course, learners will have developed: skills in graphic communication techniques, including the use of equipment, graphics materials and software; creativity in the production of graphic communications to produce visual impact; and skills in evaluating the effectiveness of graphic communications in meeting their purpose.

Learners will also have developed: presentation skills; knowledge and understanding of graphic communication standards and protocols, where these apply; and knowledge and understanding of the role and impact of graphic communication technologies on our environment and society.

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

2D Graphic Communication (Higher)

This Unit helps learners to develop their creativity and presentation skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas graphically, using two-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 2D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and others' graphic communications to meet their purpose.

3D and Pictorial Graphic Communication (Higher)

This Unit helps learners to develop their creativity and presentation skills within a 3D and pictorial graphic communication context. It will allow learners to initiate, develop and communicate ideas graphically, using three-dimensional graphic techniques. Learners will develop a number of skills and attributes within a 3D graphic communication context, including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. Learners will evaluate the effectiveness of their own and others' graphic communications to meet their purpose.

In both Units, learners will develop an understanding of how graphic communication technologies impact on our environment and society.

To gain the award of the Course, the learner must pass all 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 standards for the Course will be included in the *Course Assessment Specification*, which will provide 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 Unit specifications.

They will be assessed pass/fail within centres.

SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgements are consistent and meet national standards.

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

Course assessment

Courses from National 4 to Advanced Higher include assessment of [added value](#)¹. 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 Higher Graphic Communication Course, added value will focus on:

- ◆ breadth
- ◆ challenge
- ◆ application

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

The Graphic Communication project adds value by introducing challenge and application. Learners will draw on their range of skills and knowledge from the Units in the Course in order to produce an effective overall response to the project brief. The brief will be sufficiently open and flexible to allow for personalisation and choice.

¹ Definitions can be found here: www.sqa.org.uk/sqa/45528.html

² See link above for definitions.

³ See link above for definitions.

successful learner, confident individual, responsible citizen, effective contributor

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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