



Graphic Communication (National 5)

Draft National Course Specification



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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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Course outline

Course title: Graphic Communication (National 5)

SCQF: level 5 (24 SCQF credit points)

Course code: to be advised

Mandatory Units

2D Graphic Communication (National 5) 9 SCQF credit points

3D and Pictorial Graphic Communication (National 5) 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.

Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills and knowledge required by one or more of the following or by equivalent qualifications and/or experience:

- ◆ Graphic Communication (National 4) Course or relevant component Units
- ◆ Design and Manufacture (National 4) Course or relevant component Units
- ◆ Art and Design (National 4) Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes will be given in the *Course Support Notes*.

Progression

This Course or its components may provide progression to:

- ◆ other SQA qualifications in Graphic Communication or related areas
- ◆ further study, employment or training

Further details are provided in the Rationale section.

Equality and inclusion

This Course Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Course Support Notes* and the *Course Assessment Specification*.

Rationale

All new and revised National Courses reflect the 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 and fit for purpose and they 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 Course introduces learners to the diverse and ever-increasing variety of presentation methods employed in graphic communication. The 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 further 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 the technologies.

The Course provides progression from experiences and outcomes in expressive arts and ICT, as well as in craft, design, engineering and graphics.

Purpose and aims of the Course

The Course provides opportunity for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. 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
- ◆ extend and apply knowledge and understanding of graphic communication standards and protocols, where these apply
- ◆ develop 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 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; and spatial awareness and visual literacy.

Course activities also provide opportunities to build self-confidence and enhance generic and transferable skills in numeracy, researching, ICT, planning and organising work tasks, working independently and in collaboration with others, critical thinking and decision making, communication, as well as self- and peer-evaluation.

Course structure and conditions of award

Course structure

The Course is practical yet exploratory and experiential in nature. On completing the Course, learners will have developed skills in 2D and 3D graphics, as well as pictorial graphics. They will be able to apply these skills in order to produce graphics that require visual impact and graphics that transmit information.

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

In addition to the Course assessment, the Course includes two mandatory Units. Both Units are designed to provide progression to the corresponding Units at Higher.

2D Graphic Communication (National 5)

This Unit helps learners develop their creativity and skills within a 2D graphic communication context. It will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 2D spatial awareness.

3D and Pictorial Graphic Communication (National 5)

This Unit helps learners develop their creativity and skills within a 3D and pictorial graphic communication context. Again, it will allow learners to initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts. In addition, the Unit allows learners to develop their skills in some less familiar or new contexts. Learners will develop 3D spatial awareness.

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

Conditions of award

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.

Skills and knowledge

Full skills and knowledge for the Course will be given in the *Course Assessment Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be covered in the Course includes:

- ◆ replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- ◆ initiating and producing simple preliminary, production and presentation graphics in straightforward, familiar and some new contexts
- ◆ initiating and producing simple informational graphics in straightforward, familiar and some new contexts
- ◆ visual literacy by interpreting simple but unfamiliar graphic communications

- ◆ spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- ◆ using standard graphic communication equipment, software and materials effectively for simple tasks with some complex features
- ◆ knowledge of graphic communication standards and conventions in straightforward but unfamiliar contexts
- ◆ applying design skills, including creativity, when developing solutions to simple graphics tasks with some complex features
- ◆ the ability to take initiative in evaluating work in progress and completed graphics, and applying suggestions for improvement in presentation
- ◆ knowledge and understanding of the impact of graphic communication technologies on our environment and society
- ◆ knowledge of a range of computer-aided graphics techniques and practice
- ◆ knowledge of colour, illustration and presentation techniques in straightforward, familiar and some unfamiliar contexts

Assessment

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

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

The assessment of the Units in this Course will be as follows:

2D Graphic Communication (National 5)

In this Unit, evidence will be required that the learner can produce a series of straightforward 2D graphics, to a given standard, in familiar and some new contexts. Knowledge and understanding will also be assessed.

3D and Pictorial Graphic Communication (National 5)

In this Unit, evidence will be required that the learner can produce a series of straightforward 3D and pictorial graphics, to a given standard, in familiar and some new contexts. Knowledge and understanding will also be assessed.

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 this Course, added value will focus on breadth, challenge and application.

The learner 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](#)² and a [question paper](#)³.

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

² See link above for definition.

³ See link above for definition.

successful learner, confident individual, responsible citizen, effective contributor

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 order to produce an effective overall response to the project brief. The brief for the project will be sufficiently open and flexible to allow for personalisation and choice.

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

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Development of skills for learning, skills for life and skills for work

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will also develop broad, generic skills through this Course. The skills that are likely to be appropriate for this Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

2 Numeracy

2.2 Money, time and measurement

4 Employability, enterprise and citizenship

4.2 Information and communication technology (ICT)

5 Thinking skills

5.1 Remembering

5.2 Understanding

5.3 Applying

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

Administrative information

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Superclass: to be advised

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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