Higher
Unit
Specification

2D Graphic Communication (Higher) Unit

SCQF: level 6 (9 SCQF credit points)

Unit code: H27V 76

Unit outline

The general aim of this Unit is to help learners to develop their creativity and presentation skills within a 2D graphic communication context. It will enable learners to initiate, plan, 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 given graphic communications to meet their purpose.

Learners who complete this Unit will be able to:

1 Produce and interpret 2D orthographic sketches[1] and drawings
2 Produce 2D computer-aided designed/draughted production drawings
3 Produce preliminary 2D designs and illustrations for a multi-page promotional document
4 Create a multi-page 2D promotional publication and a project set of promotional publications

This Unit is a mandatory Unit of the Higher Graphic Communication Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Higher Graphic Communication Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Graphic Communication Course.

[1] Drawing and sketching refers to manual and/or electronic methods unless otherwise stated.

Recommended entry

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

- National 5 Graphic Communication Course or relevant Units

Equality and inclusion

This Unit 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 *Unit Support Notes.*

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Produce and interpret 2D orthographic sketches and drawings by:

1.1 Applying appropriate drawing standards, protocols and conventions to produce orthographic sketches of everyday objects, components and assemblies with dimensions and complex features
1.2 Using graphic communication equipment accurately and effectively and applying appropriate drawing standards, protocols and conventions to produce projected 2D line drawings of everyday objects, components and assemblies with dimensions and complex features
1.3 Describing and justifying the use of the main types of graphic communication employed in the design, manufacturing and marketing of a product

Outcome 2

The learner will:

2 Produce 2D computer-aided designed/draughted production drawings by:

2.1 Applying computer-aided design/draughting skills, knowledge and understanding accurately and effectively and using appropriate drawing standards, protocols and conventions to create related orthographic views of single components and assemblies
2.2 Applying computer-aided design/draughting skills, knowledge and understanding accurately and effectively and using appropriate drawing standards to create three examples of technical detail
2.3 Applying computer-aided design/draughting skills accurately and effectively and using appropriate drawing standards to add textual and numerical information to orthographic computer-aided designed/draughted work

Outcome 3

The learner will:

3 Produce preliminary 2D designs and illustrations for a multi-page promotional document by:

3.1 Illustrating preliminary orthographic sketches of geometric forms and everyday objects
3.2 Conducting preliminary research prior to the design of a promotional publication and preparing an outline specification
3.3 Applying knowledge and understanding of graphic elements and principles to produce preliminary layout designs for a multi-page promotional document

Outcome 4

The learner will:

4 Create a multi-page 2D promotional publication and a project set of promotional publications by:

4.1 Using software accurately and effectively to construct a master page/template for a multi-page promotional publication
4.2 Producing a multi-page promotional publication with complex features, which communicates effectively with its target audience and has relevant visual impact
4.3 Describing and justifying the use of promotional graphics in industry and commerce and their impact on the environment and society

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required that the learner has met the Outcomes and Assessment Standards.

Evidence may be a combination of written, oral and graphical.

In general, Outcomes may be met using either manual graphics techniques or electronic techniques, or a combination of both manual and electronic. When an Outcome or Assessment Standard specifically refers to a task that can only be carried out using manual techniques or electronic techniques, then those must be used.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For this Unit, learners will be required to provide evidence of:

- skills in interpreting and creating a range of 2D graphics — preliminary, production and promotional graphics
- an understanding of appropriate drawing standards, protocols and conventions including the principles of dimension and tolerance
- an understanding of techniques and terminology involved in creating graphic displays digitally
- an understanding of how graphic communication technologies impact on society and the environment

Exemplification of assessment is provided in *Unit Assessment Support*.
Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes.*

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit 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 Unit 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

5.3 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 should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes.*

Administrative information

Published: April 2014 (version 2.0)

Superclass: CE

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Changes to wording in AS 3.3 and AS 4.4 to improve clarity — 'and with complex features, and evaluating this design work' removed. The word 'folded' removed from AS 4.1 to increase flexibility. Previous AS 4.3 removed — 'Using software to design and produce a range of three additional promotional items with relevant visual impact and evaluate the entire range' — to reduce evidence required.	Qualifications Development Manager	April 2014

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.

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