



National
Qualifications

Graphic Communication Project General assessment information

This pack contains general assessment information for centres preparing candidates for the project Component of Advanced Higher Graphic Communication Course assessment.

It must be read in conjunction with the specific assessment tasks for this Component of Course assessment, which may only be downloaded from SQA's designated secure website by authorised personnel.

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Introduction

This is the general assessment information for the Advanced Higher Graphic Communication project.

This project is worth 120 marks out of a total of 200 marks. This is 60% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment. The other Component is a question paper.

This document describes the general requirements for the assessment of the project Component for this Course. It gives general information and instructions for assessors.

It must be read in conjunction with the assessment task for this Component of Course assessment.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course/Unit Support Notes*.

What this assessment covers

This assessment contributes 60% of the total marks for the Course.

The assessment will assess the skills, knowledge and understanding specified for the project in the *Course Assessment Specification*. These are:

- ◆ practical application of knowledge and skills from across the Course to develop a solution to an appropriately challenging and complex graphic communication task requiring challenge and application
- ◆ skills in evaluating and presenting a graphic solution

Assessment

Purpose

The purpose of this assessment is to generate evidence for the Added Value of this Course by means of a project.

Assessment overview

The project is a meaningful and appropriately challenging task which should clearly demonstrate application of knowledge and skills, at an appropriate level, from both the Technical Graphics and/or the Commercial and Visual Media Graphics Units (as defined in the 'Further mandatory information on Course coverage' section of the *Course Assessment Specification*). The candidate may respond using electronic and/or manual methods throughout.

The project is designed to allow candidates to demonstrate their ability to work independently, as they are required to do in the other Component of the Course assessment, the question paper.

The project is set by centres within SQA guidelines. Candidates may choose the topic for their project in discussion with centre staff.

Marks will be awarded for:

- ◆ Analysis of the graphic communication brief and initial research
- ◆ Producing a graphic specification
- ◆ Project planning
- ◆ Graphic planning and production
- ◆ Planning a client presentation
- ◆ Producing a client presentation
- ◆ Evaluating the solution and the process

The project will be internally marked by centre staff, in line with the Marking Instructions provided in this document.

Full instructions for candidates are contained within each section of the assessment task.

Suitable graphic communication contexts could include, but are not limited to:

- ◆ Retailing and promotional
- ◆ Engineering themes
- ◆ Commercial products
- ◆ Community issues and events
- ◆ Health and wellbeing
- ◆ Environmental
- ◆ Sports
- ◆ Transport
- ◆ Video gaming graphics
- ◆ School/college and learning environments
- ◆ Entertainment
- ◆ National events
- ◆ International charities
- ◆ Built environment
- ◆ Travel
- ◆ Leisure
- ◆ Campaigning
- ◆ Web page graphics
- ◆ News media and communications
- ◆ Theatre

It is important for teachers/lecturers/assessors to discuss potential project ideas with candidates to ensure that they involve sufficient complexity and challenge to be appropriate for Advanced Higher, but are also achievable within the constraints of time, expertise and resources available.

Assessment conditions

Assessors must exercise their professional responsibility in ensuring that evidence submitted by a candidate is the candidate's own work.

This assessment will be carried out over a long period of time. Candidates should start at an appropriate point in the Course. This will normally be after they have started work on the Units in the Course.

There are no restrictions on the resources to which candidates may have access to.

Conducting the assessment

The project will be carried out under open book conditions, but supervised to ensure that the work presented is the candidate's own work.

The teacher/lecturer may also give learners support and guidance to help them progress through each stage of the project.

The project is designed to discriminate between candidates, and therefore would be expected to provide a wide range of marks. Stronger candidates should be able to complete the project successfully with minimal support and guidance. Weaker candidates may not be able to complete all aspects of the project to a satisfactory standard.

Independent working and ‘reasonable assistance’

Candidates must undertake the assessment independently. However, reasonable assistance may be provided prior to and during the formal assessment process, as described below.

Reasonable assistance should be limited to constructive comment and/or questioning. Assessors **cannot** adopt a directive role or provide specific advice on how to re-phrase, improve responses or provide model answers.

Preparing candidates for assessment

In addition to providing learning activities to develop candidates’ subject knowledge and skills, assessors may give advice on generic skills such as how to produce a project plan or conduct research. This would normally be given to a class or group of candidates.

Advising candidates on choice of topic/problem

Candidates are not assessed on choosing a suitable problem for their project, so assessor input and advice on the candidate’s choice of a problem should be given, to ensure that the chosen problem is suitably complex, challenging, and is achievable.

Additional support and guidance to candidates during the project

Candidates must work independently once the formal assessment process has started, with assessor input limited to constructive comment and/or questioning, as described above.

However, it may be necessary to provide more significant assessor input and advice for some candidates at the early stages of the project – research and analysis, producing a specification, project planning – to allow them to continue to later stages. For example, a candidate may need assistance in producing a specification or project plan. Any significant advice and guidance, over and above ‘reasonable assistance’, given to a candidate should be recorded by the assessor and be reflected in the marks awarded for those aspects. This would generally mean a lower mark for these aspects.

Supervision

The project will be conducted under some supervision and control. This means that although candidates may complete part of the work outside the learning and teaching setting, assessors should put in place processes for monitoring progress and ensuring that the work is the candidate’s own and that plagiarism has not taken place.

For example:

- ◆ regular checkpoint/progress meetings with candidates
- ◆ short spot-check personal interviews
- ◆ checklists, which record activity/progress
- ◆ photographs, film or audio evidence

Once the project has been completed and all evidence submitted, it must not be returned to the candidate for further work to improve their mark.

Evidence to be gathered

The following candidate evidence is required for this assessment:

- ◆ detailed project plan showing ongoing refinement
- ◆ graphic communication folio – not exceeding 20 A3-sized pages or equivalent for graphics work
- ◆ ‘record of progress’ or reflective commentary
- ◆ electronic copy of presentation not exceeding 10 minutes in length
- ◆ assessor observation notes which include detailed comments in support of marks awarded in relations to the degree of independence

If the graphic communication folio page count exceeds the maximum by 10%, a penalty will be applied.

The approved initial project proposal should also be included.

This evidence must be retained for quality assurance purposes.

General Marking Instructions

In line with SQA's normal practice, the following Marking Instructions are addressed to the assessor. They will also be helpful for those preparing candidates for Course assessment.

The assessment task will be set by centres within SQA guidelines, and conducted, marked, and internally verified in centres under conditions specified by SQA.

All marking will be quality assured by SQA.

General Marking Principles for the project

This information is provided to help you understand the general principles you must apply when marking candidate responses to this project. 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.

Detailed Marking Instructions for the project

Marks will be awarded for the following aspects:

	Marks available
Analysis of the graphic brief and initial research	10
Producing a graphic specification	10
Project planning	10
Graphic planning and production:	60
♦ <i>Carrying out and using ongoing research</i>	10
♦ <i>Using preliminary graphic techniques to communicate ideas</i>	10
♦ <i>Producing a range of graphic ideas or concepts</i>	20
♦ <i>Producing a graphic solution</i>	20
Planning a client presentation	10
Producing a client presentation	10
Evaluating the solution and the process	10

Assessors should allocate a mark for each of these aspects, by following the instructions given below. This mark must be recorded on the assessment record, **with detailed comments justifying why each mark was awarded.**

Marks for internally-assessed Components must be submitted to SQA by the centre. Evidence for this assessment should be retained in the centre for SQA quality assurance purposes.

For each of the aspects, the assessor should select the mark which most closely describes the evidence gathered. Note that this means that, in some cases, where there is a range of marks given or the evidence does not match exactly all the elements listed for any of the mark descriptors, an element of judgement will be required by the assessor.

Notes:

- ♦ If the evidence completely matches the highest level mark descriptor for any aspect, and has been produced by the candidate working independently, full marks should be awarded for that aspect.
- ♦ Zero (0) marks should be awarded for any aspect where no appropriate evidence has been produced by the candidate.

The marks awarded must be based on the **candidate's independent work**.

Important note:

If a candidate takes a hybrid approach (ie demonstrating skills and knowledge from both Units) both sets of work must be assessed and the higher mark of the two awarded for **any** section.

Assessors **cannot** add the marks from both sets of work to give a total mark. This would be rewarding the volume of work produced (ie work from both Units; technical graphics and commercial and visual graphics) rather than the quality of the work produced.

Detailed Marking Instructions for the project

Producing a project proposal and outline plan

The initial part of the project allows the candidate to consider and produce a project proposal and outline plan. This should ensure that the project they propose is suitable for Advanced Higher and is feasible, in terms of the time and resources available to the candidate – nothing more.

Both the proposal and the outline plan should be completed prior to beginning the project and should be formally approved by the assessor, although no marks will be awarded for this part of the process.

Analysis of the graphic brief and initial research (10 marks)

Information

The initial research should make reference to all of the audience requirements (or those of a number of audiences where appropriate).

Reflective commentaries may be found in the candidate's 'record of progress', plans or commentaries throughout their graphic design work.

*Where a candidate has been provided with more than reasonable assistance, this must be reflected in the mark awarded for this aspect of the project, with **appropriate** assessor comments made against this section in the candidate's assessment record to support the mark awarded.*

Identifying the audience requirements

0 marks	1 mark	2 marks	3 marks	4 marks
no appropriate evidence is produced	the analysis identifies few of the main project issues to be considered and/or researched and the candidate has, to a limited extent, explained their relevance	the analysis identifies some of the main audience requirements to be considered and/or researched and the candidate has, to some extent, explained their relevance	the analysis identifies most of the main audience requirements to be considered and/or researched and the candidate has explained their relevance	the analysis identifies all of the main audience requirements to be considered and/or researched and the candidate has, in detail, explained their relevance

Conclusions from initial research

0 marks	1 mark	2 marks	3 marks	
no appropriate evidence is produced	some of the conclusions drawn from initial analysis and research are valid and evidence-based	most of the conclusions drawn from initial analysis and research are valid and evidence-based	all of the conclusions drawn from initial analysis and research are valid and evidence-based	

Notes and research

0 marks	1 mark	2 marks	3 marks	
no appropriate evidence is produced	limited notes on relevant research and analysis	some notes from relevant research and analysis, including sources	complete and detailed notes from relevant research and analysis, including formally referenced sources	

Producing a graphic specification (10 marks)

Information

The specification should consider and outline which types and formats of graphic communications will be required to be developed in order to meet the needs of the target audience.

Reflective commentaries may be found in the candidate's 'record of progress', plans or commentaries throughout their graphic design work.

Important note for assessors

This is a critical point in the project and serious omissions or errors at this stage may possibly hinder the candidate's project progress significantly.

It may be that a candidate is unable to produce a minimum specification which will allow them to progress the project in a meaningful way. Where this is the case, it should not be seen as a barrier to progressing from this stage. The assessor can assist the candidate in producing a minimum specification.

In such cases, the candidate must be marked on the work produced independently, with **appropriate assessor comments** made against this section in the candidate's marking record to support the mark awarded.

Specification with detail of all relevant requirements of the solution

0 marks	1 mark	2 marks	3 marks	4 marks
no appropriate evidence is produced	a limited and incomplete graphic specification with little or no detail of the relevant requirements of the solution(s)	partially complete graphic specification with some detail of relevant requirements of the solution(s)	complete graphic specification with detail of most of the relevant requirements of the solution(s)	complete graphic specification with detail of all relevant requirements of the solution(s)

Specification linked to analysis and research

0 marks	1 mark	2 marks	3 marks
no appropriate evidence is produced	the specification is based tenuously on valid conclusions drawn from the analysis and initial research of the graphic brief	the specification is based, in some parts, on valid conclusions drawn from the analysis and initial research of the graphic brief	the specification is based entirely on valid conclusions drawn from the analysis and initial research of the graphic brief

Graphic formats required

0 marks	1 mark	2 marks	3 marks
no appropriate evidence is produced	a limited number of the graphic communications, types and formats that will be required to meet the needs of the target audience are identified – omissions include major requirements	almost all graphic communications, types and formats that will be required to meet the needs of the target audience are identified – any omissions are minor	all graphic communications, types, and formats that will be required to meet the needs of the target audience are identified

Project planning (10 marks)

Information

Project planning could make use of a project management tool – eg a Gantt chart or similar.

Important note for assessors

This aspect of the project is likely to be revisited throughout the project, as the candidate makes changes and decisions. It is likely that the plan will have been altered throughout the process.

The intention of the plan is to assist the candidate throughout the project. For example, they will have to consider what activities they will have to carry out and when, what resources will be needed, any special resources to be acquired or booked, meetings, interviews, working with external partners or business if required, interim and final deadlines. It will also assist them in reflecting on their successes and any scheduling challenges faced within the project.

Updates and refinement to the project plan should be dated to show the frequency and regularity of review. Review does not always need to result in changes – where this is the case, this should be noted.

The plan could be in the form of a Gantt chart (or similar) which shows revisions in the form of versions over the period of the project, eg project plan version 1.0, 1.1, 1.2, etc.

It may be that some candidates are unable to produce a logical or useful project plan which will allow them to progress the project in a meaningful way. Where this is the case, it should not be seen as a barrier to progressing. The assessor can choose to assist the candidate in producing a minimum project plan.

In such cases, the candidate should be marked on the work produced independently; bearing in mind that planning is ongoing throughout the project and should not be marked until the project is completed. Appropriate assessor comments should be made against this section in the candidate's marking record to support the mark awarded.

Project plan

0 marks	1-2 marks	3-4 marks	5-6 marks	7 marks
no appropriate evidence is produced	project plan which contains a significant number of major omissions in terms of key activities, resource requirements, time management proposals and intermediate target setting	project plan with some major omissions in terms of details for key activities, resource requirements, time management proposals and intermediate target setting	project plan with only minor omissions in terms of details for key activities, resource requirements, time management proposals and intermediate target setting	project plan with full details for key activities, resource requirements, time management proposals and intermediate target setting

Ongoing refinement of plan

0 marks	1 mark	2 marks	3 marks	
no appropriate evidence is produced	minimal evidence of changes or refinement to plan	evidence of some changes or refinements to plan, with some explanations for changes	evidence of ongoing refinement of plan, with detailed explanations for changes	

Carrying out and using ongoing research (10 marks)

Information

The candidate should be able to recognise and indicate when and where new or further research is required, in order to make a graphic design decision. Research, and the valid conclusions that are drawn from it, should contribute to the identification of the most appropriate graphic techniques, technologies, and layout elements and principles (where required) that can be used or applied to support the production of effective graphic communications.

Amendments to the initial specification may be required as a result of initial and ongoing research throughout the project. Where this is the case, it should be identified clearly.

Reflective commentaries may be found in the candidate's 'record of progress', plans or commentaries throughout their graphic design work – this will assist when determining how the candidate has applied their research findings and arrived at their decisions.

The requirement for ongoing research is identified

0 marks	1 mark	2 marks	3 marks	4 marks
no appropriate evidence is produced	the requirement for ongoing research is seldom identified and carried out – a few conclusions are drawn, some of which may not be valid	the requirement for ongoing research is sometimes identified and carried out – some valid conclusions are drawn	the requirement for ongoing research is usually identified and carried out – valid conclusions are drawn	the requirement for ongoing research is always identified and carried out – valid conclusions are drawn

Ongoing research contributing to the decision-making process

0 marks	1 mark	2 marks	3 marks	
no appropriate evidence is produced	ongoing research is used to limited effect to contribute to the decision-making process	ongoing research is used to contribute to the decision-making process	ongoing research is used to good effect in contributing to the decision-making process	

Research carried out and conclusions contributing to the refinement of graphic ideas

0 marks	1 mark	2 marks	3 marks	
no appropriate evidence is produced	research carried out and conclusions drawn will be broadly effective in contributing to the refinement of graphic ideas	research carried out and conclusions drawn will be effective in contributing to the refinement of graphic ideas	research carried out and conclusions drawn will be highly effective in contributing to the refinement of graphic ideas	

Using preliminary graphic techniques to communicate ideas (10 marks)

Information

For technical graphics, evidence can be sourced from sketches, CAD models, pictorial representation, and physical models. The purpose of the techniques should be analytical or design driven.

For commercial and visual media graphics, the candidate will have made effective use of light, shade, tone and/or texture and of line, shape, form and proportion in communicating ideas and essential information, in order to be able to make graphic design decisions. In addition, the use of thumbnail sketches, mock-ups, visuals, and story boards. Reflective commentaries may be found in the candidate's 'record of progress', plans or commentaries throughout their graphic design work.

Preliminary graphic techniques are appropriate and application is effective in communicating a range of ideas

0 marks	1 mark	2 marks	3 marks	4 marks
no appropriate evidence is produced	preliminary graphic techniques are sometimes appropriate and application is effective in communicating ideas or information on only a few necessary occasions	preliminary graphic techniques are mostly appropriate and application is effective in communicating a range of ideas and information on some necessary occasions	preliminary graphic techniques are appropriate and application is effective in communicating a range of ideas and information on most necessary occasions	preliminary graphic techniques are appropriate and application is effective in communicating a range of ideas and information on all necessary occasions

Standard of the preliminary techniques

0 marks	1 mark	2 marks	3 marks	4 marks
no appropriate evidence is produced	the preliminary techniques are applied to a basic standard, resulting in insufficient detail being available to make graphic design decisions	the preliminary techniques are applied to a limited standard – there may be a few of an appropriate standard	the preliminary techniques are applied to a good standard	the preliminary techniques are applied to a high standard

Preliminary detail needed to make graphic design decisions

0 marks	1 mark	2 marks		
no appropriate evidence is produced	some preliminary detail needed to make graphic design decisions is included, however, some of the major detail needed to make graphic design decisions is omitted	All or most of the preliminary detail needed to make graphic design decisions is included		

Producing a range of graphic ideas or concepts (20 marks)

Information

For technical graphics, evidence can be sourced from sketches, CAD models, pictorial representation, and physical models. Purpose should be analytical or design driven.

Evidence for detail can include a range from dimensioned sketches, annotations and CAD modelling plans, preliminary 3D models (including physical, eg 3D prints, foam models, laser cut or CNC produced items within a development context) and should include forms of technical detail such as: exploded views, sectional views, cut-aways, assembly details, enlarged details, range of movement and other relevant technical details (other technical detail can be considered, where included). It is unlikely that all ideas will be creative – instead the assessor should look generally at the level of creativity that the candidate is showing in the majority of their approaches to generating ideas.

For commercial and visual media graphics, evidence can be sourced from mock-ups (eg models, maquettes, non-functioning electronic interfaces), visuals, preliminary animations (low resolution, limited or no texture lighting), and printed drafts at reduced scale.

Justification comments should include any actions required to ensure that the specification can be met.

There should be a clear and observable pathway or graphic design journey during the development of the potential solution which meets the specification.

Decisions taken will be clear – this could be supported by annotations.

Reflective commentaries may be found in the candidate's 'record of progress', plans or commentaries throughout their graphic design work.

Producing a range of graphic ideas or concepts (20 marks) – continued

Important note

If a candidate has taken a hybrid approach, then the marks from both sets of work that apply to 'producing a range of graphic ideas or concepts' (as detailed in the marks descriptor tables below) cannot be added together, to give a maximum of 20 marks. This would be rewarding the volume of work produced (ie work from both technical and commercial and visual graphics) rather than the quality of work produced. As such, both sets of work should be assessed and the higher mark of the two awarded.

Alternative ideas/graphic skills/techniques and/or concepts are produced

0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	ideas/graphic skills/techniques and/or concepts are produced which are of limited use	ideas/graphic skills/techniques and/or concepts are produced which are very similar	alternative ideas/graphic skills/techniques and/or concepts are produced with some clear differences	alternative ideas/graphic skills/techniques and/or concepts are produced, some of which are diverse; they are generally creative in the ways in which they attempt to meet the graphic specification	alternative ideas/graphic skills/techniques and/or concepts are produced and they are all diverse; they are very creative in the ways in which they attempt to meet the graphic specification

Graphic solutions potential to satisfy the needs of the specification

0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	the graphic solution selected for development has little or no justification in terms of its potential to satisfy the needs of the specification	the graphic solution selected for development is justified to a limited extent in terms of its potential to satisfy the needs of the specification	The graphic solution selected for development is partially justified in terms of its potential to satisfy the needs of the specification	the graphic solution selected for development is generally justified in terms of its potential to satisfy the needs of the specification	the graphic solution selected for development is fully justified in terms of its potential to satisfy the needs of the specification

Detail informs the development of further graphics

0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	insufficient required and relevant detail is included; significant major detail would be required to inform the development of further graphics	some of the required and relevant detail is included; some significant detail is required to inform the development of further graphics	most of the required and relevant detail is included; some minor detail would still be required to inform the development of further graphics	almost all of the required relevant detail is included; some very minor detail would still be required to inform the development of further graphics	all of the required and relevant detail is included; it fully informs the development of further graphics

Producing a range of graphic ideas or concepts (20 marks) – continued				
The development of a potential graphic solution				
0 marks	1-2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	the development of a potential solution is simple in terms of its evolution and refinement	the development of a potential solution demonstrates some evolution and the refinement is straightforward	the development of a potential solution demonstrates evolution and the refinement is detailed	the development of a potential graphic solution shows a clear evolution and the refinement is sophisticated

Producing a graphic solution – technical graphics approach (20 marks)

Important notes

When producing a graphic solution candidates may have selected to respond using either a technical or a commercial and visual media graphics approach, or a combination of both. The mark descriptors give descriptions for these approaches. Where a combination approach has been taken, then the marks from both sets of work that apply to this section (as detailed in the marks descriptor tables below) **cannot** be added together, to give a maximum of 20 marks. This would be rewarding the volume of work produced (ie work from both technical and commercial and visual graphics) rather than the quality of work produced. As such, both sets of work should be assessed and the higher mark of the two awarded.

The use of a physical graphic model can be an appropriate method to support the assessment judgement, if desired.

Creation of graphics that serves a purpose

0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	production drawings are appropriate to, and serve their purpose on only a few occasions	production drawings are appropriate to, and serve their purpose on some occasions	production drawings are appropriate to, and serve their purpose on most occasions	production drawings are appropriate to, and serve their purpose on almost all occasions	production drawings are appropriate to, and serve their purpose on all occasions

Quality of information within the graphics techniques

0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	production drawings lack clarity and have omitted significant aspects of the required technical detail	production drawings are generally clear and provide some of the required technical detail	production drawings are clear and provide most of the required technical detail	production drawings are clear and provide almost all of the required technical detail	production drawings are clear and provide all of the required technical detail

Understanding of the graphics techniques

0 marks	1-2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	a limited understanding and appropriate application of drawing standards and protocols	a good understanding of the application of drawing standards and protocols	a very good understanding of the application of drawing standards and protocols	detailed understanding of the application of drawing standards and protocols

Application of the graphics techniques

0 marks	1-2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	application of skills is of a limited standard, which may have an adverse effect on production quality	application of skills is of a good standard	application of skills is of a high standard	application of skills is of a very high standard

Producing a graphic solution – commercial and/or visual media approach (20 marks)

Candidates may have selected to respond using either a technical or a commercial and visual media graphics (CVM) approach, or a combination of both. The mark descriptors give descriptions for these approaches. Where a combination approach has been taken, then the marks from both sets of work that apply to this section (as detailed in the marks descriptor tables below) cannot be added together, to give a maximum of 20 marks. This would be rewarding the volume of work produced (ie work from both technical and commercial and visual graphics) rather than the quality of work produced. As such, both sets of work should be assessed and the higher mark of the two awarded.

Commercial and visual media graphics may include CAD illustrations, animations, promotional layouts and human interfaces such as websites. The techniques applied must always be relevant to the final graphic solution. No marks will be awarded for inappropriate techniques.

Creation of graphics that serves a purpose

0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	the creation of layouts, illustrations, renders and/or animations are appropriate to, and serve their purpose on only a few occasions	the creation of layouts, illustrations, renders and/or animations are appropriate to, and serve their purpose on some occasions	the creation of layouts, illustrations, renders and/or animations are appropriate to, and serve their purpose on most occasions	the creation of layouts, illustrations, renders and/or animations are appropriate to, and serve their purpose on almost all occasions	the creation of layouts, illustrations, renders and/or animations are appropriate to, and serve their purpose on all occasions

Quality of information within the graphics techniques

0 marks	1 mark	2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	layouts, illustrations, renders and/or animations lack clarity and have omitted significant aspects of the required detail	layouts, illustrations, renders and/or animations are generally clear and provide some of the required detail	layouts, illustrations, renders and/or animations are clear and provide most of the required detail	layouts, illustrations, renders and/or animations are clear and provide almost all of the required detail	layouts, illustrations, renders and/or animations are clear and provide all of the required detail

Understanding of the graphics techniques

0 marks	1-2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	a limited understanding of the use of CVM techniques	a good understanding of the use of CVM techniques	a very good understanding of the use of CVM techniques	a detailed understanding of the use of CVM techniques

Application of the graphics techniques

0 marks	1–2 marks	3 marks	4 marks	5 marks
no appropriate evidence is produced	CVM graphic techniques are applied to a limited standard, which may have adversely affected production quality	appropriate CVM graphic techniques are applied to good standard	appropriate CVM graphic techniques are applied to high standard	appropriate CVM graphic techniques are applied to a very high standard

Planning a client presentation (10 marks)

Information

Planning details must include the proposed content for the presentation and make clear how this content will be important to the presentation's intended audience.

Evidence can be in the form of thumbnails, flow charts, storyboard or other appropriate methods.

Plan content in relation to audience requirements

0 marks	1 mark	2 marks	3 marks	4 marks
no appropriate evidence is produced	limited or ineffective planning of content in relation to audience requirements	the plan includes some details of the content in relation to the audience requirements, with several important omissions	the plan includes most details of the content in relation to the audience requirements, with some minor omissions	the plan includes full and explicit details of the content in relation to the audience requirements

Plan structure and layout

0 marks	1 mark	2 marks	3 marks	
no appropriate evidence is produced	the plan provides a partially effective structure and layout, with several important aspects which are not addressed	the plan provides an effective structure and layout, with a few minor aspects which are not addressed	the plan provides a highly effective structure and layout	

Planning of media and resource requirements

0 marks	1 mark	2 marks	3 marks	
no appropriate evidence is produced	the plan details some of the media and resource requirements	the plan details most of the media and resource requirements	the plan details all of the media and resource requirements	

Producing a client presentation (10 marks)

Information

The presentation should relate to and progress from the planning activity. This does not mean the plan has to be followed exactly. Inevitably small changes will have occurred, which can be reflected elsewhere by making comments in the evaluation section of the project. The structure of the presentation should avoid excessive or over use of unnecessary text, images, and animations. They should be succinct, whilst ensuring that the key and relevant information is communicated to the audience and in audience-friendly terms (this will naturally vary across different audience types).

Communication of the final graphic solution and the process by which it was achieved should be accessible to the intended audience.

Relationship between the planning and the presentation

0 marks	1 mark	2 marks	3 marks
no appropriate evidence is produced	the relationship between the planning activity and the presentation is vague	the relationship between the planning activity and the presentation is mostly clear	the relationship between the planning activity and the presentation is clear

Presentation structure

0 marks	1 mark	2 marks	3 marks
no appropriate evidence is produced	the presentation has limited clarity and structure, eg the presentation is not easy to follow, much of the presentation will appear to lack flow or be illogical in terms of order – it may be clumsy	the presentation is generally clear with a good structure, eg the structure in most instances is logical, it is generally easy to follow, and most of the presentation has flow – there may be some instances where the flow is interrupted	the presentation is clear and structured logically throughout, eg the structure is logical, easy to follow, has seamless flow throughout – there will be noticeable ‘professionalism’ to the presentation

Communication of the graphic solution

0 marks	1 mark	2 marks	3 marks	4 marks
no appropriate evidence is produced	the communication of solution and the process by which it was achieved is unclear	the communication of the graphic solution and the process by which it was achieved is limited, and in a format which has limitations for accessibility by the client/audience, eg the communication of the solution is ineffective and the format may be general and non-specific, thereby limiting the audience viewing experience	the communication of the graphic solution and the process by which it was achieved is clear in most parts, and in a format the intended audience can access, eg the solution is able to be understood, some elements may lack clarity and the format may not be the most appropriate one for the intended audience, however, it still contributes to an acceptable audience viewing experience	the communication of the graphic solution and the process by which it was achieved is very clear, and the format is the most appropriate in terms of accessibility for the intended audience, eg the solution is easily understood by the audience and the format maximises the audience viewing experience

Evaluating the solution and the process (10 marks)

Information

Descriptions and explanations could be in the form of a written response, supported by screen captures, images, annotations, modelling plans. Explanations will provide clear reasons for the choices made.

The candidate should present the key developmental stages of the graphic solution. This can indicate where decisions were taken, why the decision was needed, and the resulting impact of the change on the evolving solution. This should be presented for 'key' stages only, ie the main decision points during the evolution of the solution. The candidate could present the key alternatives in approach that they considered, and outline the reasons for pursuing their preferred one. Any conflict resolution should be identified here. Reflective commentaries should be used from the candidate's 'record of progress', plans or commentaries throughout their graphic design work.

In communicating the process, the candidate has identified and explained the key or critical points in their journey, where decisions were taken and the resulting impact on the continuing process or final solution(s). It is likely that some of the evidence for this aspect could be sourced from within the candidate's client presentation, eg where the candidate has been explaining aspects of the solution or the process by which it was achieved.

Evaluating the decision-making process

0 marks	1 mark	2 marks	3 marks	4 marks
no appropriate evidence is produced	few stages or critical points in the evolution of the graphic design proposal are identified, therefore the impacts of decisions cannot easily be described or possibly even determined	some stages or critical points in the evolution of the graphical design proposal are identified and presented – the impacts of some decisions taken are described	some of the key developmental stages or critical points in the evolution of the graphical design proposal are identified and presented – the impacts of most important decisions taken are explained	all of the key developmental stages or critical points in the evolution of the graphical design proposal are identified and presented – the impacts of all important decisions taken are explained

Descriptions and explanations of the processes

0 marks	1 mark	2 marks	3 marks
no appropriate evidence is produced	basic, though technically correct descriptions and explanations of the processes or steps undertaken to achieve the final graphic solution	detailed and technically correct descriptions and explanations of the processes or steps undertaken to achieve the final graphic solution	comprehensive and technically correct descriptions and explanations of the processes or steps undertaken to achieve the final graphic solution

Use of the 'record of progress'

0 marks	1 mark	2 marks	3 marks
no appropriate evidence is produced	makes limited use of the 'record of progress' entries or limited references to notes, comments or annotations from project design work	makes some use of the 'record of progress' entries or some references to notes, comments or annotations from project design work	makes effective use of the 'record of progress' entries or effective references to notes, comments or annotations from project design work

Administrative information

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History of changes

Version	Description of change	Authorised by	Date
1.1	The Marking Instructions have been redefined for better clarity and ease of use. Further guidance has been provided when awarding marks if a hybrid approach to the project is taken.	Qualifications Manager	September 16

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