Comparison document

(Version 1.3 April 2016 compared to previous version)

National 5 Graphic Communication Course Assessment Specification (C735 75)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Valid from August 2013

Revised: April 2016~~5~~, version 1.~~2~~3

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

Course outline

Course title:	National 5 Graphic Communication
SCQF level:	5 (24 SCQF credit points)
Course code:	C735 75
Course assessment code:	X735 75

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper	60 marks
Component 2 — assignment	60 marks
Total marks	**120 marks**

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification 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 learners 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 of this Course is provided in the *Course/Unit Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will 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, or application.

In this Course assessment, added value will focus on the following:

- breadth — drawing on knowledge and skills from across the Course
- challenge — requiring greater depth or extension of knowledge and/or skills
- application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

Through the Units, learners will develop skills, knowledge and understanding of key concepts related to graphic communication, including 2D, 3D and pictorial graphic communication.

The added value consists of a question paper and an assignment.

To achieve success in the Course, learners must show that they can apply this knowledge and these skills to solve graphic communication problems in both practical and theoretical contexts.

The question paper requires learners to demonstrate aspects of breadth and application in theoretical contexts. Learners will apply breadth of knowledge from across the Course and depth of understanding to answer appropriately challenging questions in graphic communication contexts based on recognised graphic principles by:

- applying knowledge and understanding from across the Course to describe and explain graphic communication techniques, methods and standards
- applying knowledge and understanding from across the Course to interpret simple but unfamiliar graphic communications
- applying knowledge and understanding from across the Course to provide and/or suggest solutions and/or recognised methodologies to limited and simple graphic problems or situations

The assignment requires learners to demonstrate aspects of challenge and application in a practical context. Learners will apply knowledge and skills from the Course to produce a solution to an appropriately challenging graphic communication problem.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C
For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A
For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit
To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a Grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have one section.

Component 1 — question paper

The purpose of the question paper is to assess the learner's skills, knowledge and visual literacy through the graphics techniques and practice they have acquired.

The format of the questions will allow a variety of response types across the paper.

The question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding relating to:

- computer-aided design techniques
- the use of graphic items in specific situations
- the advantages and disadvantages of manual and electronic methods
- spatial awareness — by responding to and/or interpreting given sketches and drawings
- drawing standards, protocols and conventions
- the use of colours, layout and presentation techniques
- graphic communication as it impacts on our environment and society

The question paper will have 60 marks out of a total of 120 marks. This is 50% of the overall marks for the Course assessment.

Approximately 50% of the marks will be awarded for question related to 2D Graphic Communication and 50% to 3D and Pictorial Graphic Communication.

Questions will be integrated and give learners the opportunity to demonstrate knowledge and understanding sampled from across the Course (as described in the 'Further Information on Mandatory Course Coverage' section of this document).

A proportion of marks will be available for more challenging questions which could generally require interpretation and or integration of more complex graphic communications or in the complexity of the expected response, the descriptions and /or justifications of more detailed and/or complex processes, or problem solving e.g. in computer-aided design techniques and processes.

Learners may support their answers by sketching (if desired) to further illustrate and amplify their response. Sketching will not be a requirement. There will be no questions requiring the learner to draw.

The format of the questions will be limited response, short problem and/or scenario-based questions allowing for either written and/or, sketched answers and illustrations for descriptive purposes, if required.

For more information about the structure and coverage of this Component of the Course assessment, please refer to the Question Paper Brief.

Component 2 — assignment
The purpose of the Graphic Communication assignment is to draw on, extend and apply the skills and knowledge developed and acquired during the Course.

Evidence will be produced through the learner's response to an appropriately challenging brief.

The assignment will give the learners an opportunity to:

- Demonstrate graphic design skills and creativity.
- Use graphic communication technologies.
- Produce preliminary, production and promotional graphic items in response to a brief.
- Use illustration techniques to create graphics with relevant visual impact.
- Produce 2D and 3D production drawings[1], applying appropriate standards, protocols and conventions; including third angle projection, dimensioning, line types and the use of scale.
- Produce promotional publications with relevant visual impact that are planned and designed to meet a market and purpose in terms of content and style.
- Review and evaluate their progress, giving justification for the choice of graphic items and the graphic communication techniques employed.

Time will be required for:

- preparation for the assignment, which could include considering exemplar assignments and practising required skills
- carrying out the stages of the assignment, with assessor guidance and support
- evaluating the assignment and justifying the choices of graphic items, techniques and processes employed

The assignment should clearly demonstrate application of knowledge and skills using both 2D Graphic Communication and 3D and Pictorial Graphic Communication (as defined in the 'Further mandatory information on Course coverage' section of this document).

The assignment will have 60 marks out of a total of 120 marks. This is 50% of the overall marks for the Course assessment.

Marks will be awarded for:

- Analysing and researching the graphic brief
- Effective and correct application of skills in:
  - preliminary graphics
  - production drawings
  - promotional document or publication
- Evaluation

Evidence should include a graphic communication assignment folio.

[1] Drawing includes manual or electronic production methodologies.

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 1 hour and 30 minutes.

Controlled assessment — assignment

This assignment is:

- set by SQA
- conducted under some supervision and control

Evidence will be internally marked by centre staff in line with SQA Marking Instructions.

All marking will be quality assured by SQA.

Setting the assessment

Set by SQA.

A bank of assignments will be provided and there will be choice from this bank.

Conducting the assessment

Conducted under some supervision and control.

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

The assessor may also give learners support and guidance to help them progress through each stage of the assignment; where any significant amount of support is provided, this should be reflected in the marks awarded. While the learner may be provided with feedback to help them achieve the next stage of the assessment, they are not allowed to be re-assessed on stages already completed.

The assignment is designed to discriminate between learners, and therefore would be expected to provide a wide range of marks. Stronger learners should be able to complete the assignment successfully with minimal support and guidance. Weaker learners may not be able to complete all aspects of the assignment within a reasonable time, or may require significant assistance, and so would achieve a lower total mark.

Once the assignment has been completed and assessed, it should **not** be returned to the learner for further work to improve their mark.

Further mandatory information on Course coverage

The following gives details of mandatory skills, knowledge and understanding for the National 5 Graphic Communication Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of the Units of the Course. This table should be read in conjunction with the descriptions of the question paper and assignment.

Component 1 — question paper The question paper Component will require learners to draw on and apply knowledge and understanding (when responding to and interpreting given graphics or images and in theoretical situations or scenarios) of a sample from the topic areas listed below.	
Topic area	
Graphic types	Knowledge and understanding of the role of preliminary, production and promotional graphics in graphic communication activities.
Manual and computer-aided techniques	Knowledge and understanding of the role of manual and computer-aided techniques and processes, and their comparative merits when producing effective and informative graphic communications and solutions; activities including: describing processes, stages and generic commands applied or to be applied in producing graphic solutions; ranges, features and uses of graphic hardware and software, computer systems file management; digital input and output devices and the advantages and limitations of computer-aided design.
Skills in applying drawing standards, protocols and conventions	Knowledge, understanding and identification of recognised drawing standards, protocols and conventions commonly used in engineering and construction. Including: line types (including dimension lines, centre line, hidden detail, cutting planes, fold lines), dimensioning (linear, including chain and parallel dimensioning, radial, diameter, angular, square, across flats, across corners), and symbols for sections, hatching, symbols for building construction, and third angle projection system. Building construction drawing: location plans, site plans, floor plans, sectional views and elevations.
Geometric shapes and forms, and everyday objects	Knowledge, understanding and skills in spatial awareness when interpreting geometric shapes and forms and/or those used in the communication of everyday objects. Common geometric forms and everyday objects consisting of: squares, rectangles, circles, hexagons, octagons, right prisms, pyramids, cones, and cylinders, partial or single cuts to these forms, components based on geometric forms, combinations of two components.

Views and techniques	Knowledge and understanding of the role, benefits and use of a variety of views and techniques in 2D, and 3D and pictorial formats, in communicating geometric shapes and forms and everyday objects. Third angle orthographic projection of geometric forms and everyday objects in third angle projection, true lengths and true shapes, surface developments, sectional views, assembly drawings, exploded isometric views of three parts. Pictorial views including one and two-point perspective, isometric and oblique, containing curved parts and planometric.
Layout elements and principles	Knowledge and understanding of: the types of promotional graphics (including graphs and charts) and their associated roles, and informational graphics. The interpretation and identification of the use of creative techniques for effective promotional graphics. Techniques including the use of: alignment, dominance, line, unity, ~~and~~depth and~~,~~ contrast, ~~layout elements and principles;~~ the use of colour, (warm, cool, contrast, harmony, advancing, receding, mood), reflection and shade. The use of a range of graphic manual and electronic modelling techniques in promotional graphics.
Computer-aided design	Knowledge and understanding/interpretation of techniques and generic drawing and editing commands and terms including: Drawing tools: copy, zoom, mirror, trim-line, rotate, scale. Import and export. 3D Modelling features: extrusion, revolved solids. 3D Modelling edits: shell, subtraction, fillet, and chamfer. Assemblies (mate, align, centre axis). Techniques in the production of orthographic and pictorial work using computer-aided design, and the use and function of computer-aided design libraries.
Desktop publishing	Knowledge, understanding/interpretation in explaining and justifying the use of desktop publishing techniques (DTP) and generic terms including: copy/cut/paste, text box, handles, colour fill, margin, single-page format, title, extended text, cropping, text wrap, flow text along a path, serif and sans serif font styles, bleed, transparency, drop shadow, rotate, justification, paper sizing, reverse, column, gutter, caption, header and footer, line, grid, snap to grid, guidelines, snap to guidelines. The use and role of thumbnails and annotation.
Graphic communication technology: impact on society and the environment	Knowledge and understanding of the impact and influence of graphic communication activity on society and the environment — for example: soy ink, wax ink, 3D printing, touch screen devices, the paperless office, use of recycled materials, computer-aided design as it supports manufacturing and other industries, DTP in marketing and promotional activities, remote working, and communication crossing international boundaries.

Component 2 — assignment The purpose of the assignment is to assess the ability to draw on, extend and apply the knowledge and skills acquired during the Course. It will assess learners' skills in planning, developing, producing or supporting the production of a response to a graphic communication situation, problem and/or brief. The assignment will require learners to demonstrate application of knowledge and skills, using both 2D Graphic Communication and 3D and Pictorial Graphic Communication, as defined in the table below.	
Topic area	
Graphic types	Skills in the production of effective preliminary, production and promotional graphic communications.
Manual and/or computer-aided techniques	Skills in the selection and application of manual and/or computer-aided graphic techniques and processes using graphic communication applications and a range of common graphic media, equipment and/or devices, in the production of effective and informative graphic communications.
Skills in applying drawing standards, protocols and conventions	Application of recognised drawing standards, protocols and conventions whilst producing responses and/or solutions to, and as required, or limited by, a graphic communication problem, situation and/or brief. Including (as required): line types (including dimension lines, centre line, hidden detail), dimensioning (linear, radial, diameter, angular, square, across flats, across corners), and symbols for sections, hatching, symbols for building construction, and third angle projection system. Building construction drawing: location plans, site plans, floor plans, sectional views, elevations.
Geometric shapes and forms, and everyday objects	Skills in the production of graphics representing everyday objects based upon geometric shapes and forms in supporting the production of graphic communications. Common geometric forms and everyday objects consisting of (and as required): squares, rectangles, circles, hexagons, octagons, right prisms, pyramids, cones, and cylinders, partial or single cuts to these forms, components based on geometric forms, combinations of two components.
Views and techniques	Skills in the appropriate selection and use of 2D, and 3D and pictorial views and techniques, in the production of graphic communications. Including (as required and/or specified): Orthographic projection of geometric forms and everyday objects in third angle projection, true lengths and true shapes, surface developments, sectional views, assembly drawings, exploded isometric views of three parts. Pictorial views including isometric and oblique containing curved parts and planometric.

Skills and techniques in sketching (use of paper-based and/or electronic slates or similar devices)	Skills in applying electronic and/or manual sketching techniques including: proportion, line quality, vanishing points, line sketching using related orthographic views, single and two-point perspective, and representations of geometric forms and everyday objects in supporting the production of graphic communications.
Skills in illustration techniques using manual and/or computer-aided formats	Skills in using illustration techniques whilst creating effective and informative graphic communications including: representations of light, shade, shadow, reflection, tone, gradient, material, texture, layout, and visual enhancement techniques in supporting the production of graphic communications.
Skills and creativity in producing effective promotional documents	Skills in the application of creative and effective techniques for research and investigation and ingenerating ideas, and in the production of effective promotional graphics and responses and/or solutions to, and as required, or limited by, a graphic, a communication problem, situation and/or brief. Techniques including the use of design elements and principles such as: alignment, dominance, line, unity, depth, contrast and the use of colour, (warm, cool, contrast, harmony, advancing, receding, mood), reflection and shade. The use of a range of graphic manual and electronic modelling techniques in promotional documents.
Desktop publishing	Skills in the use and application of desktop publishing techniques (DTP) in planning and producing graphic communications.
Safe working	Use of safe working practices and systems which support graphic communication activities in studios and other such working environments.
♦ The assignment response may be either manual, electronic or a combination of methods as determined by the preferences of the learner.	

Administrative information

Published: April 2016~~5~~ (version 1.3~~2~~)

History of changes to Course Assessment Specification

Version	Description of change	Authorised by	Date
1.1	In 'Course assessment structure': increase in marks in question paper and assignment; reduction in time for question paper; further clarification in 'added value' section; further information and clarification on scope and structure of the question paper and assignment given in the 'Structure and coverage of Course assessment' section; 'Further mandatory information' section divided into parts for question paper and assignment and further information added.	Qualifications Development Manager	June 2013
1.2	Reference to draughting removed throughout. Additional information added to 'Further mandatory information on Course coverage' section regarding print types, design techniques and DTP terms.	Qualifications Manager	April 2015
1.3	Reference to the Question Paper Brief added to 'Structure and coverage of the Course assessment' section. Additional information added to Component 1 — question paper part of 'Further mandatory information on Course coverage' section.	Qualifications Manager	April 2016

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version of the Course Assessment Specification.