SCQF level 5
Unit Specification

2D Graphic Communication

SCQF: level 5 (9 SCQF credit points)

Unit code: J1XG 75

Unit outline

The general aim of this Unit is to develop the learner's skills and creativity in producing and interpreting 2D graphics. It will enable the learner to initiate, develop and communicate ideas and solutions, using graphic techniques in simple and familiar contexts with some complex features.

Learners will develop skills in both manual and electronic graphic communication techniques. They will acquire knowledge and understanding of terms and techniques in computer-aided design, and DTP (desktop publishing). They will learn how graphic communication technologies impact on our environment and society. The Unit also develops transferable skills in creativity and problem solving in a graphic communication context.

Learners who complete this Unit will be able to:

1 Produce and interpret 2D sketches[1] and drawings
2 Produce preliminary 2D designs and illustrations for single-page promotional displays
3 Create 2D promotional graphic layouts

This Unit is 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 the *Unit Assessment Support.*

[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 4 Graphic Communication Course or relevant component 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 sketches and drawings by:

1.1 Producing well-proportioned orthographic sketches of very good line quality of everyday objects and/or geometric forms
1.2 Producing orthographic drawings and details of everyday objects, buildings, structures and/or geometric shapes and forms to within an accuracy of 1 mm
1.3 Extracting information from given drawings to inform new drawing work
1.4 Identifying and applying appropriate drawing standards, protocols and conventions where these apply; including third angle projection, dimensioning, line types and the use of scale
1.5 Explaining basic computer-aided design commands, techniques and practice

Everyday objects will generally consist of combinations of geometric shapes and forms covered in the Unit.

Outcome 2

The learner will:

2 Produce preliminary 2D colour designs and illustrations for single-page promotional displays by:

2.1 Illustrating 2D sketches or drawings of everyday objects to convey surface texture, tonal change and colour
2.2 Planning and justifying the choice of colours, layout and presentation techniques in promotional graphic displays
2.3 Explaining aspects of colour theory including: primary, secondary and tertiary colours; tints and shades; warm and cool colours; advancing and receding; creating contrast, harmony and unity through the use of colour in promotional and marketing contexts; and moods created by the main colour groups
2.4 Planning the design and justifying the choice of informational graphic to suit a given scenario
2.5 Identifying the design principles and elements used to create promotional layouts and displays

Everyday objects will generally consist of combinations of geometric shapes and forms covered in the Unit.

Outcome 3

The learner will:

3 Create 2D promotional graphic layouts by:

3.1 Producing single-page displays or layouts that have significant and relevant visual impact and incorporating recognised desktop publishing techniques and including: a main feature, a backdrop and text including heading/title and extended text; consistent and effective use of contrast, harmony, alignment, dominance, unity and depth; and one feature from: cropping, text wrap, flow text along a path, bleed, transparency or drop shadow
3.2 Producing informational graphics that transmit statistical information clearly and concisely and have relevant visual impact
3.3 Explaining basic DTP terms used in the design and production of promotional and information graphics
3.4 Explaining the impact of graphic communication technologies on our 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.

In this Unit, Evidence Requirements are as follows.

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 2D graphics including drawing, sketching and illustration
- skills in creating 2D promotional graphics and informational graphics
- knowledge and understanding of appropriate drawing standards, protocols and conventions
- knowledge and understanding of techniques and terminology involved in creating graphic displays
- knowledge and understanding of 2D computer-aided design /DTP techniques and terminology
- knowledge and understanding of how graphic communication technologies impact on our society and the environment

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

Assessment standard thresholds

If a candidate successfully meets the requirements of the specified number of Assessment Standards they will be judged to have passed the Unit overall and no further re-assessment will be required.

The specific requirements for this Unit is as follows:

- 10 out of 14 Assessment Standards must be achieved.

It should be noted that there will still be the requirement for candidates to be given the opportunity to meet all Assessment Standards. The above threshold has been put in place to reduce the volume of re-assessment where that is required.

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

5.2 Understanding
5.3 Applying
5.4 Analysing and evaluating

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.*

Appendix: Unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing this Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- the *Unit Specification*
- the *Unit Assessment Support packs*

Developing skills, knowledge and understanding

Teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Approaches to learning, teaching and assessment

Centres should be very clear on what represents the capability and creativity of the learner and that of the software when making assessment judgments. Software wizards for items like templates should not be accredited to the learner.

Printed copies of digital evidence must be supplied for verification.

Centres may consider short assessment tasks to determine the learner's ability to identify DTP terminology.

Skills, knowledge and understanding for the assessment of this unit
The following provides details of skills, knowledge and understanding assessed in this unit:

Skills, knowledge and understanding	
Graphic types	Skills in producing effective preliminary, production and promotional graphic communications.
Manual and/or computer-aided techniques	Skills in selecting and applying manual and/or computer-aided graphic techniques and processes, using graphic communication applications and a range of common graphic media, equipment and/or devices, to produce effective and informative graphic communications.
Computer-aided techniques	Skills, knowledge and understanding in: ♦ describing processes, stages and generic commands applied (or to be applied) in producing graphic solutions ♦ ranges, features and uses of graphic hardware and software and computer systems file management ♦ digital input and output devices and the advantages and limitations of computer-aided design (CAD) ♦ application of light source, surface texture and materials in 2D CAD illustrations
Drawing standards, protocols and conventions	Skills in identifying and applying recognised drawing standards, protocols and conventions where these apply: ♦ line types: outline, projection, dimension, centre, hidden detail, cutting plane and fold ♦ dimensioning: linear, chain, parallel, radial, diameter, angular, square, across flats and across corners ♦ symbols and conventions ♦ conventions for sectioning and hatching ♦ third-angle projection system and symbols ♦ use of scale
Geometric shapes and forms and everyday objects	Skills, knowledge and understanding of: ♦ 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	Skills in the appropriate selection and use of 2D techniques, to produce graphic communications: ♦ orthographic projection of geometric forms and everyday objects in third-angle projection ♦ surface developments, sectional views, assembly drawings
Layout elements and principles, colour theory and informational graphics	♦ Interpretation and identification of creative techniques used for effective promotional graphics. ♦ Skills, knowledge and understanding in applying creative and effective techniques to generate ideas and to produce effective promotional graphic responses (including graphs and charts): ♦ alignment, dominance, unity, depth, contrast, line, the use of colour (warm, cool, contrast, harmony, advancing, receding, mood, tints, shades, primary, secondary and tertiary), reflection and shade ♦ using a range of manual and electronic techniques in promotional graphics
Techniques in sketching	Skills in applying electronic and/or manual sketching techniques: ♦ proportion, line quality, line sketching using related orthographic views ♦ representations of geometric forms and everyday objects in supporting the production of graphic communications
Illustration techniques using manual and/or computer-aided formats	Skills in using illustration techniques to create effective and informative graphic communications: ♦ representations of light, shade, shadow, reflection, tone, gradient, material, texture colour and layout
Computer-aided design	Knowledge, understanding and skills in applying techniques and generic drawing and editing commands and terms: ♦ 2D drawing tools: line, circle, ellipse, arc, rectangle, copy, zoom, mirror, trim, rotate, chamfer, fillet, pattern fill and scale ♦ import and export ♦ techniques in producing orthographic views using CAD ♦ CAD libraries
Desktop publishing	Knowledge, understanding and skills in applying techniques and generic drawing and editing commands and terms: ♦ copy/cut/paste, text box, handles, colour fill, margin, single-page format, title, extended text (more than one word), 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 and snap to guidelines ♦ thumbnails and annotation

Graphic communication technology: impact on society and the environment	Knowledge and understanding of the impact and influence of graphic communication technologies on society and the environment: ♦ soy ink and wax ink ♦ 3D printing ♦ touchscreen devices ♦ the paperless office ♦ use of recycled materials ♦ CAD as it supports manufacturing and other industries ♦ DTP in marketing and promotional activities ♦ remote working ♦ communication crossing international boundaries
Safe working	Using safe working practices and systems which support graphic communication activities in studios and other such working environments.

Combining assessment within Units

Assessment could be combined in this Unit by holistically assessing all the Outcomes of the Unit in a single assessment. When assessment within the Unit is holistic, teachers and lecturers should take particular care to track the evidence for each individual Outcome.

Administrative information

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Superclass: CE

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit Support Notes added.	Qualifications Manager	September 2018
1.2	Assessment standard thresholds added.	Qualifications Manager	September 2018
2.0	Unit code updated	Qualifications Manager	July 2019