Route map through learning, teaching and assessment

Course: Graphic Communication   Level: Higher

This route map is intended to assist staff in planning and delivering the overall vision for Curriculum for Excellence. It has been developed to signpost the relevant support materials available to assist staff in the planning of learning, teaching and assessment of Higher Graphic Communication.

The vision for the new qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

Education Scotland has published support materials to help staff develop programmes of learning drawn from three sources: course materials commissioned by Education Scotland, other support materials produced by staff seconded to Education Scotland and course materials provided by staff through their education authorities. Further materials will be added as they become available.

These support materials, which are neither prescriptive nor exhaustive, provide suggestions on approaches to learning and teaching that will promote development of the necessary knowledge, understanding and skills for Higher Graphic Communication. Staff are encouraged to draw on these materials, and existing materials, to develop their own programmes of learning which are appropriate to the needs of learners within their own context.

The link to Education Scotland's support materials can be found below together with a number of other subject-specific links staff may find helpful as they develop **programmes of learning** for Higher Graphic Communication. These links are followed by a sequential list of the key guidelines, advice and support for the Higher Graphic Communication **qualification**. This information is intended to support staff in deciding the most appropriate ways to generate evidence and assess learners.

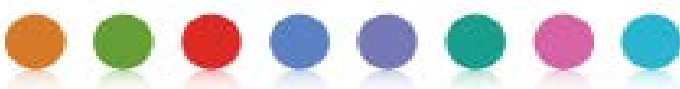### Useful links for learning and teaching Higher Graphic Communication

Education Scotland NQ course materials (Glow login and password required)
A wide range of learning and teaching resources to help staff develop programmes of learning.
http://www.educationscotland.gov.uk/nqcoursematerials/subjects/graphiccommunication/index.asp

SQA course and unit support notes providing advice and guidance on learning and teaching
http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_Technologies_GraphicCommunication.pdf

Key Curriculum for Excellence support

A quick guide to finding vital information about Curriculum for Excellence under the following headings:

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications.

http://www.educationscotland.gov.uk/keycfesupport/index.asp

National Assessment Resource (login and password required)

Materials that inform planning for learning, teaching, moderation and assessment.

https://www.narscotland.org.uk/

Higher Graphic Communication course content

Higher Graphic Communication consists of two units and a coursework assessment. The two units are:

2D Graphic Communication

http://www.sqa.org.uk/files_ccc/CfE_Unit_H_GraphicCommunication_2DGraphicCommunication.pdf

There is a full package of unit assessment support available on the SQA Secure website for this mandatory unit.
The package includes unit assessments for both combined approaches, and also unit-by-unit approaches.

3D and Pictorial Graphic Communication.

http://www.sqa.org.uk/files_ccc/CfE_Unit_H_GraphicCommunication_3DandPictorialGraphicCommunication.pdf

There is a full package of unit assessment support available on the SQA Secure website for these mandatory units.
The package includes unit assessments for both combined approaches, and also unit-by-unit approaches.

Course Assessment

http://www.sqa.org.uk/files_ccc/CfEAssessmentOverviewHigherGraphComm.pdf

Unit and course assessment

Units are mandatory when taken as part of the full Higher Graphic Communication course but they can be standalone also. Unit support notes follow on from the course support notes.
http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_Higher_Technologies_GraphicCommunication.pdf

All units are internally assessed against the requirements shown in the unit specification. They can be assessed on a unit-by-unit basis or by combined assessment. They will be assessed on a pass/fail basis within centres.

Requirements for the coursework assessment

The assessment of the units in this course will be as follows.

2D Graphic Communication

In this unit evidence will be required that the learner can plan and produce a series of 2D graphics to a given standard in familiar and some new contexts with some complex features. The learner will show initiative in evaluating their work in progress and on completion, and apply suggestions for improvement. Knowledge and understanding will also be assessed.

3D and Pictorial Graphic Communication

In this unit evidence will be required that the learner can plan and produce a series of 3D and pictorial graphics to a given standard in familiar and some new contexts with some complex features. The learner will show initiative in evaluating their work in progress and on completion, and apply suggestions for improvement. Knowledge and understanding will also be assessed.

External assessment

The external course assessment comprises a question paper and an assignment, worth a total of 140 marks.

Component 1 – Question paper (70 marks, 50% of the overall marks for the course assessment)
The purpose of the question paper is to assess learners' skills, knowledge and visual literacy through the graphics techniques and practice they have acquired.

The question paper will have one section. The format of the questions will allow a variety of response types across the paper.

The question paper will give learners an opportunity to use their graphic communication skills, knowledge and understanding to:

- demonstrate their understanding of computer-aided design/draughting techniques, including commercial/industrial practice
- demonstrate reasoning ability by justifying graphics in specific contexts
- explain the use of digital technology in graphic communication
- interpret/respond to given 2D, 3D and pictorial drawings and sketches
- identify and describe drawing standards, protocols and conventions
- define, describe and evaluate the use of recognised desktop-publishing features
- describe, define and evaluate the use of design elements and principles in promotional graphics
- comment knowledgeably on graphic communication as it impacts on the environment and society.

Approximately 50% of the marks will be awarded for questions 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 mandatory information on course coverage section of the course assessment specification).

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

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

The format of the questions will be a mixture of limited and extended responses and/or scenario-based questions allowing for either written and/or sketched answers and illustrations for descriptive purposes, if required.

Component 2 – Assignment (70 marks, 50% of the overall marks for the course assessment)
The purpose of the 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 graphic response to an appropriately challenging graphic communication brief.

The assignment will give learners the opportunity to:
- demonstrate creativity in responding to realistic and contextualised graphic tasks and situations
- demonstrate skills in the use of graphic communication technologies in meeting a purpose
- produce relevant preliminary, production and promotional graphic responses to a brief
- apply illustration and presentation techniques to create graphics responses with relevant visual impact and clear purpose
- produce 2D and 3D production drawings, applying appropriate standards, protocols and conventions, including third-angle projection, dimensioning, line type and the use of scale
- produce promotional graphic publications with relevant visual impact that are planned and designed to meet a market, purpose, content and style
- review, evaluate and justify their decisions on the choices of graphic items and 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 staff guidance and support
- reviewing and evaluating the learner's progress and justifying the selected techniques employed.

The assignment should clearly demonstrate application of knowledge and skills at an appropriate level from both the 2D Graphic Communication and 3D and Pictorial Graphic Communication units (as defined in the Further mandatory information on course coverage section of the course assessment specification).

Marks will be awarded for:
- analysis and research
- preliminary graphics
- production drawings and computer-aided design models
- promotional documents or publication.

Evidence will be in the form of a graphic communication assignment folio.

Verification
The verification process is intended to be supportive and not onerous. Internal verification is the process of ensuring that standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools. Information on quality assurance can be found at http://www.sqa.org.uk/sqa/58448.html.

The following links will support staff when preparing evidence for verification purposes, including prior verification, as well as internal and external verification:
http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf
http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf
http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf
http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf

Key messages from verification will be put up on the SQA website.

Results services

http://www.sqa.org.uk/sqa/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf
http://www.sqa.org.uk/sqa/65427.html

SQA offer two services to replace the appeals process:
- Exceptional Circumstances Consideration Service (details to be provided to SQA within ten days of the learner sitting the external assessment)
- Post-results Service – this consists of a clerical check and/or a marking review if the centre has concerns about the results of an individual or group.