



# Computing and Technology – Visual Communication (Graphics)

## Key Stage 4 Framework for Learning

### Year 10 2017-2018: Successful Foundations


**Syllabus:**

Level 1/2 Technical Award Visual Communication


## Autumn 1

<p><b>Knowledge</b></p>	<p>Learners should understand the appropriate use of the following techniques;</p> <ul style="list-style-type: none"> <li>• Learners should have knowledge of different drawing and sketching techniques.</li> <li>• Learners should have knowledge and understanding of how software can be used to manipulate digital images.</li> <li>• Learners should have knowledge of different fonts and the means by which these can be applied to different 2D or 3D media.</li> <li>• Learners should have knowledge and understanding of the colour wheel, colour harmony and colour context.</li> <li>• Learners should know and understand the ways in which characters and images can be organised in different media.</li> <li>• Learners should have knowledge of different surface development and card engineering using hand tools.</li> <li>• Learners should have knowledge of different image capture and manipulation tools and techniques.</li> <li>• Learners should have knowledge of the different principles of web page design.</li> <li>• Learners should have a knowledge and understanding of different printing processes and technologies.</li> <li>• Learners should have knowledge of different finishing techniques.</li> <li>• Learners should have a knowledge of various CAD/CAM techniques.</li> <li>• Learners should have knowledge and understanding of the key elements of teamwork.</li> </ul>
<p><b>Skills</b></p>	<p>Learners undertake a number of mini-projects that will allow them to be assessed against 12 core practical skills and the knowledge associated with these.</p> <p>Learners should produce a portfolio of supporting evidence. In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <p>Skill 1: Drawing and sketching in 2D and 3D  Skill 2: Application of Colour Theory and using typography  Skill 3: Producing publishing layouts and web based design  Skill 4: Application of surface development and card engineering using hand tools  Skill 5: Image capture and manipulation and using digital images  Skill 6: Using Printing Processes and finishing techniques  Skill 7: Using CAD/CAM for model making  Skill 8: Teamwork</p>
<p><b>Assessment</b></p>	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p><i>The marking of this work in contribute towards 30% of students final grade (Pass- Distinction*)</i></p> <p><b>Marking Point 1</b>  Assessment of <u>Skills 1-3</u> as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p> <p><b>Marking Point 2</b>  Assessment of <u>Skills 4 - 6</u> as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p> <p><b>Marking Point 3</b>  Assessment of <u>Skills 7 &amp; 8</u> as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p>
<p><b>Cultural enrichment</b></p>	<p><b>Skill 1:</b> Drawing and sketching in 2D and 3D</p> <p>Look at the work of designers and local design companies to show the impact of 2D and 3D designs upon the development of products and spaces in the local area – Manchester. <i>This could relate to the architectural plans developed for city regeneration programs or the use of local themes in the design of products – Bee symbol used on bins around the city.</i></p> <p>This will form part of the controlled assessment tasks students are completing for this unit of the course.</p>





<p><b>Character</b></p>	<p style="text-align: right;">Q of S Optimism</p> <div style="text-align: center;">  </div> <p>Throughout the course of the half term students will be faced with several opportunities to produce work which demonstrates key skills in relation to the course.</p> <p><b>Optimism:</b> Regular discussions about success criteria and positive outcomes for the unit will hope to encourage student's performance in the CA task. Students to take ownership of their outcomes to ensure that the have demonstrated the necessary skills needed for each skill development.</p>
<h2>Autumn 2</h2>	
<p><b>Knowledge</b></p>	<p>Learners should understand the appropriate use of the following techniques;</p> <ul style="list-style-type: none"> <li>• Learners should have knowledge of different drawing and sketching techniques.</li> <li>• Learners should have knowledge and understanding of how software can be used to manipulate digital images.</li> <li>• Learners should have knowledge of different fonts and the means by which these can be applied to different 2D or 3D media.</li> <li>• Learners should have knowledge and understanding of the colour wheel, colour harmony and colour context.</li> <li>• Learners should know and understand the ways in which characters and images can be organised in different media.</li> <li>• Learners should have knowledge of different surface development and card engineering using hand tools.</li> <li>• Learners should have knowledge of different image capture and manipulation tools and techniques.</li> <li>• Learners should have knowledge of the different principles of web page design.</li> <li>• Learners should have a knowledge and understanding of different printing processes and technologies.</li> <li>• Learners should have knowledge of different finishing techniques.</li> <li>• Learners should have a knowledge of various</li> <li>• CAD/CAM techniques.</li> <li>• Learners should have knowledge and understanding of the key elements of teamwork.</li> </ul>
<p><b>Skills</b></p>	<p>Learners undertake a number of mini-projects that will allow them to be assessed against 12 core practical skills and the knowledge associated with these.</p> <p>Learners should produce a portfolio of supporting evidence. In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <p>Skill 1: Drawing and sketching in 2D and 3D  Skill 2: Application of Colour Theory and using typography  Skill 3: Producing publishing layouts and web based design  Skill 4: Application of surface development and card engineering using hand tools  Skill 5: Image capture and manipulation and using digital images  Skill 6: Using Printing Processes and finishing techniques  Skill 7: Using CAD/CAM for model making  Skill 8: Teamwork</p>
<p><b>Assessment</b></p>	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).  <i>The marking of this work in contribute towards 30% of students final grade (Pass- Distinction*)</i></p> <p><b>Marking Point 1</b>  Assessment of <u>Skills 1-3</u> as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p> <p><b>Marking Point 2</b>  Assessment of <u>Skills 4 - 6</u> as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p> <p><b>Marking Point 3</b>  Assessment of <u>Skills 7 &amp; 8</u> as per the specification. This will be marked and general feedback provided to students in line with AQA marking policy. The assessed pieces of work will be the formulation of a portfolio evidence page which requires students to demonstrate a practical skill and evidence the learning that has taken place. Specific skills can be found above.</p>
<p><b>Cultural enrichment</b></p>	<p><b>Skill 7:</b> Using CAD/CAM for model making</p> <p>Students to look at the development of modern technology and its impact on the industry sectors in relation to jobs, manufacturing qualities etc. This can then lead into the use of robotics and automation to support manufacturing and future jobs development in R&amp;D.</p> <p>This will form part of the controlled assessment tasks students are completing for this unit of the course.</p>





<p><b>Character</b></p>	<p style="text-align: right;">Q of S Empathy</p> <div style="text-align: center;">  <p><small>Empathy</small></p> </div> <p><b>Empathy:</b> One aspect of the unit is to focus on the use of team work as a skill within itself. Students will look at what it takes to empathise with others through the completion of the individual skills. This topic can be linked to the wider context of work and industry and how companies/organisations have to show empathy to others within a work force.</p>
<h2>Spring 1</h2>	
<p><b>Knowledge</b></p>	<p>As part of their externally assessed unit students will need to demonstrate skills relating to the following areas where learners will be assessed on their knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• visual communication techniques</li> <li>• processes in industry</li> <li>• health and safety</li> <li>• materials and stock forms</li> <li>• tools and equipment</li> <li>• systems and control procedures</li> <li>• evaluation and consideration of commercial aspects</li> <li>• social and environmental issues</li> <li>• business organisation and activity</li> <li>• career opportunities</li> </ul>
<p><b>Skills</b></p>	<p>Unit 3 assesses learners' knowledge of materials and their properties and of industrial and commercial practices. They will also learn about related career opportunities.</p> <p>The external assessment will be split into two sections; section A will be multiple choice questions and section B will be an opportunity for students to demonstrate subject knowledge and theory as well as design skill.</p> <p>Students will develop their exam techniques/skills this half term to enable them to be successful in the external examination. This will enable students to develop skills in answering exam style questions which are short mark questions such as multiple choice, or extended response questions, so writing to meet exam criteria and demonstrating specific subject knowledge.</p>
<p><b>Assessment</b></p>	<p><i>Throughout the course of the term students will complete revision and preparation relating to topics and knowledge listed above. In order to prepare for students for the examination there will be practice exam questions to complete. Some of these will be self-assessed and peer assessed but key assessments will take place to support student's skills in completing exam questions.</i></p> <p><b>Marking Point 1</b> Exam style question – theory related. This will be based on extended questions.</p> <p><b>Marking Point 2</b> Exam style question – theory related. This will be based on extended questions.</p> <p><b>Marking Point 3</b> Exam style question – theory related. This will be based on extended questions.</p> <p>More specific guidance on the topics outlined above will be made available to students once draft specifications are confirmed by the exam board with a distinct list of exam theory topics.</p>
<p><b>Cultural enrichment</b></p>	<p>As part of the subject content and content to be covered in the external examination unit there are opportunities for students to develop their knowledge and understanding of symbols and signage. In this topic students should have an understanding of:</p> <ul style="list-style-type: none"> <li>• distinctiveness</li> <li>• simplicity</li> <li>• universality</li> <li>• Retention.</li> </ul> <p>This will be in relation to:</p> <ul style="list-style-type: none"> <li>• roads</li> <li>• transportation systems</li> <li>• public buildings</li> <li>• safety</li> <li>• Packaging.</li> </ul>



	Part of this will involve looking at the use of ideograms and the symbols used to convey warnings, hazards etc., the history of these and the design philosophy behind them.
<b>Character</b>	<p style="text-align: center;">Q of S Creativity &amp; Curiosity</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>Creativity:</b> In Design and Technology creativity is encouraged through the use of design. Design tasks are set regularly to help not only strengthen design skill and ability but to also enhance creative thinking and problem solving in relation to a variety of materials and tasks.</p> <p><b>Curiosity:</b> Within this term students will need to look at design methods and principles as well as colour theory and how this is used to convey thought and emotion. In the external examination the students will be required to complete design based questions or rendering.</p>
<b>Spring 2</b>	
<b>Knowledge</b>	<p>As part of their externally assessed unit students will need to demonstrate skills relating to the following areas where learners will be assessed on their knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• visual communication techniques</li> <li>• processes in industry</li> <li>• health and safety</li> <li>• materials and stock forms</li> <li>• tools and equipment</li> <li>• systems and control procedures</li> <li>• evaluation and consideration of commercial aspects</li> <li>• social and environmental issues</li> <li>• business organisation and activity</li> <li>• career opportunities</li> </ul>
<b>Skills</b>	<p>Unit 3 assesses learners' knowledge of materials and their properties and of industrial and commercial practices. They will also learn about related career opportunities.</p> <p>The external assessment will be split into two sections; section A will be multiple choice questions and section B will be an opportunity for students to demonstrate subject knowledge and theory as well as design skill.</p> <p>Students will develop their exam techniques/skills this half term to enable them to be successful in the external examination. This will enable students to develop skills in answering exam style questions which are short mark questions such as multiple choice, or extended response questions, so writing to meet exam criteria and demonstrating specific subject knowledge.</p>
<b>Assessment</b>	<p><i>Throughout the course of the term students will complete revision and preparation relating to topics and knowledge listed above. In order to prepare for students for the examination there will be practice exam questions to complete. Some of these will be self-assessed and peer assessed but key assessments will take place to support student's skills in completing exam questions.</i></p> <p><b>Marking Point 1</b> Exam style question – theory related. This will be based on extended questions.</p> <p><b>Marking Point 2</b> Exam style question – theory related. This will be based on extended questions.</p> <p><b>Marking Point 3</b> Exam style question – theory related. This will be based on extended questions.</p> <p>More specific guidance on the topics outlined above will be made available to students once draft specifications are confirmed by the exam board with a distinct list of exam theory topics.</p>
<b>Cultural enrichment</b>	<p>As part of the subject content and content to be covered in the external examination unit there are opportunities for students to develop their knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Branding</li> <li>• Logo</li> <li>• Tagline and hooks</li> <li>• Graphics/shapes</li> <li>• Colours</li> <li>• Movement</li> <li>• Corporate image</li> </ul>





	<ul style="list-style-type: none"> <li>• Use of design guidelines and manuals.</li> </ul> <p>Some of the investigation work into this will look at the evolving designs of some companies and use of graphics over a period of time to represent popular culture.</p>
<b>Character</b>	<p style="text-align: center;">Q of S Responsibility &amp; Reflection</p> <div style="display: flex; align-items: center;">   <div style="margin-left: 10px;"> <p><b>Responsibility:</b> Students will be encouraged through the development of this academic year as they embark on their chosen GCSE course, expectations and standards will be fundamental ensuring their success in this qualification.</p> <p><b>Reflection:</b> Students will throughout the completion of tasks, be asked to reflect on their learning and understanding of the topics.</p> </div> </div>

## Summer 1

<b>Knowledge</b>	<p>Learners will make a single product that showcases a range of technical skills, knowledge and understanding from Unit 1 and draws upon the knowledge and understanding from Unit 3 as follows:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Visual Communication Techniques Processes in industry</li> <li>• Health and safety</li> <li>• Materials and their stock forms</li> <li>• Tools and equipment</li> <li>• Systems and control procedures</li> <li>• Evaluation and consideration of commercial aspects.</li> </ul> <p>In addition to the made outcome, learners will provide evidence of planning and development and of testing and evaluation. This should be no more than 15 pages and include evidence of the final made outcome for moderation purposes.</p> <p><b>Possible Tasks:</b></p> <p><b>Example task 1</b> <i>A client who owns a sportswear company has asked you to produce the branding and suitable packaging for one of their products.</i></p> <p><b>Example task 2</b> <i>Produce promotional material to for an adventure holiday aimed at teenagers.</i></p> <p><b>Example task 3</b> <i>A new boutique hotel is opening in your town/city. Produce a set of promotional materials for the launch.</i></p> <p><b>Example task 4</b> <i>Come up with a poster campaign to raise awareness of a charity chosen by you. Produce a fundraising pack.</i></p> <p><b>Example task 5</b> <i>Create the branding for a new range of beauty products along with suitable packaging for one of the products.</i></p>
<b>Skills</b>	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p>The extended project is split into 5 clear sections with a varying number of marks available to students. The criterion for each mark clearly explains the skills which need to be evidenced as part of an ongoing design process.</p> <p>In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <ul style="list-style-type: none"> <li>• Planning and Development</li> <li>• Making – a physical 3D outcome</li> <li>• Making – a digital outcome</li> <li>• Testing and evaluating</li> <li>• Communication.</li> </ul>
<b>Assessment</b>	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p><i>The marking of this work in contribute towards 30% of students final grade (Pass- Distinction*)</i></p> <p><b>Marking Point 1</b> Assessment of research task that contributes to the <u>planning and development</u> phase of the controlled assessment. (Up to 12 marks available).</p> <p><b>Marking Point 2</b></p>




	<p>Assessment of research task that contributes to the <u>planning and development</u> phase of the controlled assessment. (Up to 12 marks available).</p> <p><b>Marking Point 3</b> Assessment of research task that contributes to the <u>planning and development</u> phase of the controlled assessment. (Up to 12 marks available).</p>
<b>Cultural enrichment</b>	<p>As part of the coursework task students will need to research into a given topic or context. This will include completing research into the specific topic that related to the task, existing products, inspiration from designers or others topics related to the context.</p> <p>Students will deepen their cultural understanding looking at costings and environmental factors relating to the material types being used.</p>
<b>Character</b>	<p style="text-align: center;">Q of S Practice &amp; Resiliency</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div> <p><b>Practice:</b> In the early stages of summer one students will complete their external examination unit (first attempt). Students will complete a series of practice questions in support of this as revision but also in lessons to help them prepare for the examination worth 40% of the qualification. (96 marks available)</p> <p><b>Resiliency:</b> Students will develop resiliency as they start to complete the extended project aspect of their course. This is to be completed throughout the remainder of year 10 and into Year 11 and will require students to demonstrate high skill levels and technical abilities to produce a demanding product/outcome.</p>

## Summer 2

<b>Knowledge</b>	<p>Learners will make a single product that showcases a range of technical skills, knowledge and understanding from Unit 1 and draws upon the knowledge and understanding from Unit 3 as follows:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Visual Communication Techniques Processes in industry</li> <li>• Health and safety</li> <li>• Materials and their stock forms</li> <li>• Tools and equipment</li> <li>• Systems and control procedures</li> <li>• Evaluation and consideration of commercial aspects.</li> </ul> <p>In addition to the made outcome, learners will provide evidence of planning and development and of testing and evaluation. This should be no more than 15 pages and include evidence of the final made outcome for moderation purposes.</p> <p><b>Possible Tasks:</b>  <b>Example task 1</b>  <i>A client who owns a sportswear company has asked you to produce the branding and suitable packaging for one of their products.</i>  <b>Example task 2</b>  <i>Produce promotional material to for an adventure holiday aimed at teenagers.</i>  <b>Example task 3</b>  <i>A new boutique hotel is opening in your town/city. Produce a set of promotional materials for the launch.</i>  <b>Example task 4</b>  <i>Come up with a poster campaign to raise awareness of a charity chosen by you. Produce a fundraising pack.</i>  <b>Example task 5</b>  <i>Create the branding for a new range of beauty products along with suitable packaging for one of the products.</i></p>
<b>Skills</b>	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).</p> <p>The extended project is split into 5 clear sections with a varying number of marks available to students. The criterion for each mark clearly explains the skills which need to be evidenced as part of an ongoing design process.</p> <p>In the portfolio learners should include clear evidence of how knowledge and understanding of the techniques has been applied when undertaking these.</p> <ul style="list-style-type: none"> <li>• Planning and Development</li> <li>• Making – a physical 3D outcome</li> </ul>



	<ul style="list-style-type: none"> <li>• Making – a digital outcome</li> <li>• Testing and evaluating</li> <li>• Communication.</li> </ul>
<p><b>Assessment</b></p>	<p>Students will be completing work which will form a portfolio of evidence and will be marked in line with AQA requirements (examining body).  <i>The marking of this work in contribute towards 30% of students final grade (Pass- Distinction*)</i></p> <p><b>Marking Point 1</b>          Assessment of research task that contributes to the <u>planning and development</u> phase of the controlled assessment.          (Up to 12 marks available).</p> <p><b>Marking Point 2</b>          Assessment of research task that contributes to the <u>planning and development</u> phase of the controlled assessment.          (Up to 12 marks available).</p> <p><b>Marking Point 3</b>          Assessment of research task that contributes to the <u>planning and development</u> phase of the controlled assessment.          (Up to 12 marks available).</p>
<p><b>Cultural enrichment</b></p>	<p>As part of the coursework task students will need to research into a given topic or context. This will include completing research into the specific topic that related to the task, existing products, inspiration from designers or others topics related to the context.</p> <p>In order to provide suitable evidence for the controlled assessment task students should ensure that they have completed supporting research and evidence that links to wider industrial factors to enable complex analysis and evaluation of the work they are producing in lessons.</p>
<p><b>Character</b></p>	<p style="text-align: right;">Q of S – Motivation</p> <div style="text-align: center;">  </div> <p><b>Motivation:</b> One aspect that can be explored with students is the motivation and perseverance required when completing an extended project. This can be explored in more depth as students complete the CA task and start to bank marks for the extended project.</p> <p>At this point students can also reflect on the positive outcomes from the skills development unit as well as results from the unit 3 exam.</p>