Internal assessment sample tasks

NCFE Level 2 Technical Award in Graphic Design
QN: 603/0845/X

Contents

Unit 01 Introduction to Graphic Design (T/615/3956)

In this unit you will develop an understanding of the components of graphic design: colour, tone, line, composition, typography, imagery. You will be introduced to graphic design components through personal experimental work.

Scenario

You have been asked by your teacher to help run an after school club for students interested in studying graphic design.

The aim of the club is for students to gain an understanding of the different components of graphic design; whilst experimenting with a range of techniques. You have access to an art classroom and computer suite if needed to help produce resources to help run the club.

Task 1

The teacher in charge of running the club has asked you to produce some materials which help explain the following components of Graphic Design:
- colour
- tone
- line
- composition
- typography
- imagery

The teacher wants you to describe the graphic design components and produce your own examples, demonstrating links between the different components.

Types of evidence:

You must provide:

- a visual portfolio in **any format**
- experiments with graphic design components

Evidence could include:

- a sketchbook (digital/physical)
- a portfolio (digital/physical)
- design sheets
- experiments with: mixed media, digital layout, digital manipulation, montage, typography.

Unit 01 Introduction to Graphic Design (T/615/3956) (cont'd)

Grading Descriptors

Grading descriptors	Example
Pass: Describes the graphic components	Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples.
Merit: Describes the graphic design components and makes some links between them	Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Learners will make some links between the components, eg colour and tone.
Distinction: Describes the graphic design components and explains how they are linked	Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Learners will explain how the components can be linked giving several examples, eg understanding how design decisions affect each other in a final piece through the choice of typography, line, layout, colour etc.

Grading descriptors	Example
Pass: Carries out purposeful experiments with some links to development of ideas	Learners will have evidence of experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with some evidence of communicating ideas.
Merit: Carries out focused experiments with evidence of how this has been used in the development of ideas	Learners will have evidence of focused experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with consistent evidence of communicating ideas.
Distinction: Carries out thorough experiments with clear evidence of how this has been used in the development of ideas	Learners will have evidence of focused experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with consistent evidence of clear communication of ideas.

Unit 01 Introduction to Graphic Design (T/615/3956) (cont'd)

Task 2

The teacher in charge of facilitating the after-school club wants you to review your experiments produced for the after school club.

You must consider

- associations eg shapes, textures or patterns which are recognised.
- reactions eg feelings, sensations or responses to your work.
- communication eg meaning, message or idea behind your experiments.
- impressions eg inspiration, influence or stimulus for your work.
- how the experiments could be applied to components of graphic design.
- evaluations of the visual impact your work will make with the students.
- choices you have made during your experiments.

Types of evidence:

Evidence could include:

- audio/visual narrative
- a written report
- a sketchbook (digital/physical)
- design sheets

Grading descriptors

Grading descriptors	Example
Pass: Describes the visual impacts of graphic design components in experimental work.	Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work.
Merit: Describes the visual impacts of graphic design components in experimental work, explaining choices made during experimentation with one component	Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work. The learner will explain the choices made during their experimentation with one graphic design component.
Distinction: Describes the visual impacts of graphic design components in experimental work, explaining choices made during experimentation with <u>more than one</u> component.	Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work. The learner will explain the choices, made during their experimentation with more than one of the graphic design component.

Unit 02 Graphic design practice (A/615/3957)

In this unit you will explore design disciplines, examine the work of recognised designers and use your understanding of design components to identify successful design practice. You will choose one discipline, select some work by a recognised designer in that discipline and create your own piece of graphic design taking inspiration from your research and using components found in the work of your chosen designer.

Scenario

You have been asked to put help contribute to a graphic design section of your school library.

The librarian has asked you to research the work of a range of famous designers of a discipline you are personally interested in using a range of sources.

They want you to produce your own graphic design work to use for a display inspired by a famous graphic designer of your choice.

Task 1

The librarian has asked you to choose one discipline of graphic design from the following list to research:

- illustration eg comic strip, hand drawn animation, fine art illustration
- advertising graphics eg point of sale (POS), leaflets, posters, websites, flyers etc
- branding and corporate identity eg logos
- packaging graphics
- typography
- digital design (eg web, digital animation, desktop publishing (DTP), image manipulation)
- communication graphics

Task 2

Gather information on your chosen discipline using a range of sources eg designer's website, adverts, content writers, authors, blogs etc.

You must give examples of design practice, analysing the key characteristics of the genre you have you chosen to explore.

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Grading descriptors	Example
Pass: Relates information from <u>at least two</u> sources.	Learners will communicate some defining characteristics of design within their chosen discipline, using at least two sources to obtain information.
Merit: Relates information from <u>different formats</u> from <u>at least two </u>sources	Learners will communicate the main characteristics of design within their chosen discipline, using information from at least two sources and in at least two different formats.
Distinction: Relates information from <u>different formats</u> from <u>different types of sources</u> commenting on the credibility of sources	Learners communicate the main characteristics of design work within their chosen discipline using a range of different sources from different formats to obtain information. They will state which sources have the most value and why.

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Task 3

The librarian has asked you to produce a piece of graphic design inspired by the work of a chosen graphic designer within the discipline you have been researching in task 1. You may wish to look at or use components from more than one piece by your chosen graphic designer.

Types of evidence:

You must demonstrate the use of:

- technical skills
- processes
- techniques
- equipment
- material
- composition

Evidence must include:

- A piece of graphic design (digital/by hand)

Grading descriptors	Example
Pass: Selects and uses technical skills or processes	Learners will create a piece of graphic design, using all of the relevant graphic design components, in response to a graphic designer's work. This would demonstrate application of technical skills.
Merit: Selects and uses a combination of the <u>most appropriate</u> technical skills/processes/ equipment/material	Learners will create a piece of graphic design, using all of the relevant graphic design components in response to the chosen graphic designer's work. This would demonstrate effective application of technical skills that may be inconsistently applied.
Distinction: Selects and uses a combination of the most appropriate relevant skills, equipment, materials <u>and</u> processes	Learners will create a piece of graphic design, using all of the relevant graphic design components, in response to the chosen graphic designer's work. This would demonstrate effective, consistent application of technical skills.

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Task 4

The librarian has asked you to write a review of the piece of graphic design you have produced before she decides whether to include it in the display.

Types of evidence:

You must evaluate:

- how your design reflects the work of the graphic designer you have taken inspiration from
- your use of technical skills
- your use of the graphic design components
- how you could improve your work further

Evidence could include:

- a report
- design sheets
- audio/visual narrative
- presentation

Unit 02 Graphic design practice (A/615/3957) (cont'd) Grading descriptors

Grading descriptors	Example
Pass: Makes detailed conclusions	Learners will give detailed conclusions about their own work, but they may have limited evidence of how it is made in response to the chosen graphic designer. Learners will cover the appropriate use of technical skills and appropriate graphic design components <u>and</u> provide justification for their selections. However, learners will inconsistently link this to the chosen graphic designer.
Merit: Makes detailed conclusions <u>related</u> to their graphic design	Learners will give detailed conclusions about their own work and they will have evidence of how it is made in response to the chosen graphic designer. Learners will cover the appropriate use of technical skills and appropriate graphic design components <u>and</u> provide justification for their selections and link this to the chosen graphic designer.
Distinction: Makes detailed conclusions related to their graphic design <u>and suggested improvements</u>	Learners will give detailed conclusions about their own work and they will have evidence of how it is made in response to the chosen graphic designer. Learners will cover the appropriate use of technical skills and appropriate graphic design components <u>and provide</u> justification for their selections which is clearly linked to the chosen graphic designer. Learners will suggest ideas for the effective improvement of future work/their own practice.

Unit 03 Responding to a graphic design brief (F/615/3958)

You will analyse the requirement of a graphic design brief. You will understand the requirements and develop some possible ideas to meet the brief. You will further develop an idea and present your final graphic design. Finally, you will analyse your work and review how you have met the brief.

Scenario

CD Cover Project

A new range of compilation CD's are being launched to celebrate the diversity of music from different cultures.
The client requires a CD cover that fuses together **two** different types of music from **two** different **cultures**. It must include image and text within the design.

Task 1

Analyse the requirements of the design brief, looking at the purpose and impact of the CD cover, requirements of the brief and client values.

Explore examples of CD covers that combine image and text in an interesting way.

Research relevant sources, explore ideas and decide upon **two** different genres of music to fuse together in a CD cover design.

Your ideas must include a combination of image and text.

Types of evidence:

You must include:

- your response to the brief (spider diagram/report etc.)
- your draft CD designs.

Evidence could include:

- design sheets
- sketchbook (physical/digital).

Unit 03 Responding to a graphic design brief (F/615/3958) (cont'd)

Grading descriptors

Grading descriptors	Example
Pass: Makes accurate conclusions based on <u>some</u> information	Learners will analyse the brief and demonstrate their understanding of its requirements. Their conclusions will be accurate but will only take into account some of the client's requirements. The ideas developed in response to the brief will only be based on some of the client's requirements.
Merit: Makes accurate conclusions based on <u>all the</u> information	Learners will analyse the brief and demonstrate their understanding of its requirements. Their conclusions will be accurate and take into account all of the client's requirements. The ideas developed in response to the brief will be based on all of the client's requirements.
Distinction: Makes accurate conclusions <u>weighing up</u> the all the information	Learners will analyse the brief and demonstrate that their understanding is based on an examination of all of its requirements. Their conclusions will be accurate and effectively balance all of the client's requirements. The ideas developed in response to the brief will successfully resolve all of the client's requirements.

Unit 03 Responding to a graphic design brief (F/615/3958) (cont'd)

Task 2

Refining your earlier ideas, produce your final Cd cover design, which you hope to present to the client.

Types of evidence:

You must demonstrate:

- use of technical skills to produce your design
- effective use of resources.

Evidence could include:

- design sheets
- presentation.

Grading descriptors

Grading descriptors	Example
Pass: Completes and presents tasks following the brief with <u>some</u> degree of accuracy Selects and uses technical skills	The developed final idea will be accurate and relevant to meeting the brief. The learner will show selection and application of technical skills and effective use of resources in the execution of the final graphic design idea.
Merit: Completes tasks <u>mostly</u> accurately following the brief Selects and uses a combination of the <u>most appropriate</u> technical skills and processes	The developed final idea will be mostly accurate and relevant to meeting the brief. The learner will show effective selection and application of technical skills and effective use of resources in the execution of the final graphic design idea. However, this may not be consistently applied.
Distinction Completes tasks <u>accurately meeting all of the requirements of</u> the brief Selects and uses a combination of the most appropriate relevant skills, equipment, materials <u>and</u> processes	The developed final idea will be accurate and relevant in meeting all the requirements of the brief. The learner will show the most effective selection and application of technical skills and effective use of resources in the execution of the final graphic design idea. These will be consistently applied throughout the production of the final design idea.

Unit 03 Responding to a graphic design brief (F/615/3958) (cont'd)

Task 3

Produce a review of your final piece to submit to the client.

You must evaluate:

- the final outcome you have produced and how well your final idea met the client brief
- the message or impression the design communicates and how the design may influence the audience
- how well you used resources to effectively respond to the brief
- what went well and not so well and identify any improvements that could be made.

Types of evidence:

You must include:

- your review

Evidence could include:

- report
- audio/visual narrative.

Unit 03 Responding to a graphic design brief (F/615/3958) (cont'd)

Grading descriptors

Grading descriptors	Example
Pass: Describes the processes involved <u>and</u> identifies <u>some</u> aspects of what went well/not so well	Learners can describe the processes used to create their work, the purpose and impact, effective use of resources and how problems were solved in relation to the design brief. Learners can identify some of what went well/not so well in relation to the design brief, although this may not be detailed.
Merit: Describes the processes involved and <u>identifies</u> what went well/not so well	Learners can describe the processes used to create their work, the purpose and impact, effective use of resources and how problems were solved in relation to the design brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed.
Distinction: Describes the processes involved and <u>identifies</u> what went well/not so well <u>and any opportunities for development</u>	Learners can describe the processes used to create their work, the purpose and impact and their effective use of resources. The learners describe how they approached and resolved the challenges presented by the brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed. The learner describes opportunities for development or improvement of their graphic design.

Unit 04 Graphic design portfolio (J/615/3959)

You will explore working in the graphic design industry, by looking at different ways to present work to understand different types of portfolio. You will then design and create your own portfolio and review how the portfolio presents your skills as a graphic designer.

Scenario

You are applying to study graphic design at college and have been asked to produce a portfolio of your best work to take with you.

Task 1

Research the range of employment opportunities in graphic design to mention in your interview, looking at entry and progression routes to potential courses and careers.

Task 2

Research ways to present and promote work your work as a graphic designer, looking at the characteristics of digital and physical portfolios; to find out which format will be best suited for your own portfolio.

You must show knowledge of:

- the range of employment opportunities in graphic design
- entry and progression routes eg university, Apprenticeship, internship, work shadowing/work experience
- ways to present and promote work
- the characteristics of digital and physical portfolio

Types of evidence:

- audio/visual narrative
- presentation
- report
- design sheets

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Grading descriptors	Example
Pass: Describes relevant opportunities in the graphic design sector and how work is presented	Learners will describe a range (more than three) of examples of working in graphic industries, different types of presentation methods and promotional formats, and ways to present and promote their work. There will be little evidence of how examples of working in the graphic design sector and presentation formats are linked.
Merit: Describes relevant opportunities in the graphic design sector and how work is presented, <u>and makes some links between them</u>	Learners will describe a range (more than three) of examples of working in graphic industries, different types of presentation methods and promotional formats, and ways to present and promote their work. There will be some evidence of how examples of working in the graphic design sector and presentation formats are linked.
Distinction: Describes relevant opportunities in the graphic design sector and how work is presented and <u>explains how they are linked</u>	Learners will describe a range (more than three) of examples of working in graphic industries, different types of presentation methods and promotional formats, and ways to present and promote their work. There will be an explanation of how examples of working in the graphic design sector and presentation formats are linked.

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Task 3

In an appropriate format, produce a portfolio of your best graphic design work to take to your interview.

You must:

- include a minimum of six completed pieces and/or experimental pieces.
- review work including experimental work, edit it by making adjustments to size, shape or resolution/finish and make selections for the portfolio.
- select and use the most appropriate format in which to display your work/intentions.
- demonstrate skill in the effective presentation of your portfolio.
- record why you have chosen specific pieces of work to include within your portfolio and what these show in relation to your graphic design practice.

Types of evidence:

You must provide:

- your graphic design portfolio

Evidence could include:

- any format of graphic design portfolio
- presentation
- report

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Grading descriptors

Grading descriptors	Example
Pass: Completes and presents their graphic design portfolio with <u>some degree</u> of accuracy Portfolio will show application of technical skills <u>responding</u> to any straightforward problems that arise	Learners will present their completed graphic design portfolio. The portfolio provides some accuracy in the breadth of the work included and in the editing and selection of work, demonstrating skill as a graphic designer. The learner will make their own choices of format however there may be little or weak evidence of the explanation of their choices. The learner will demonstrate the technical skills used to edit, compile and present the work.
Merit: Completes and presents their graphic design portfolio <u>mostly accurately</u> Portfolio will show the <u>effective</u> application of technical skills while <u>solving</u> any straightforward problems that arise	Learners will present their completed graphic design portfolio. The portfolio will be frequently accurate in the breadth of the work included and in the editing and selection of work, to present the learner's skills as a graphic designer. The learner will explain their choices of format. The learner will demonstrate technical skills used to effectively overcome the challenges of editing, compiling <u>OR</u> presenting the work.
Distinction Completes and presents their graphic design portfolio <u>accurately meeting all of the requirements</u> Portfolio will show the <u>consistent</u> and <u>effective application</u> of technical skills, <u>efficiently solving</u> any straightforward problems that arise.	Learners will present their completed graphic design portfolio. The portfolio will accurately and consistently contain a breadth of the work which has been selected and edited to present the learner's skills as a graphic designer. The learner will explain and justify their choices of format. The learner will demonstrate technical skills used to effectively and resourcefully overcome the challenges of editing, compiling <u>AND</u> presenting the work.

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Task 4

For your interview, create a review of your graphic design skills throughout the course to submit alongside your portfolio

You must:

- evaluate your skills as a graphic designer thinking about strengths and weakness, technical skills, presenting your work, understanding the requirements of a brief and your creative responses.
- mention which artists and designers have interested you, what influence you have taken from your research into graphic design.
- mention which skills and techniques you have experimented with and which styles and genres you have preferred working in.

Types of evidence:

You must provide:

- your review.

Evidence could include:

- presentation
- report
- audio/visual narrative.

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Grading descriptors

Grading descriptors	Example
Pass: <u>Describes</u> a range of strengths and weaknesses of their graphic design practice with supporting evidence	Learners have identified a range of strengths and weaknesses, technical skills, creative responses and presentation skills within the graphic design work, making reference to their portfolio.
Merit: <u>Describes</u> a range of strengths and weaknesses with supporting evidence and <u>describes the impact on their graphic design practice</u>	Learners have identified a range of strengths and weaknesses technical skills, creative responses and presentation skills within the graphic design work and will describe how these affected their graphic design work.
Distinction <u>Describes</u> a range of strengths and weaknesses of their graphic design practice with supporting evidence, showing evidence of <u>recognising different levels of importance</u>	Learners have identified a range of strengths and weaknesses technical skills, creative responses and presentation skills within the graphic design work and will describe how these affected the design work. Learners will recognise the levels of importance when describing the impact of different factors upon their design work.