

## Mark Scheme

Qualification Title: NCFE Level 2 Certificate in Creative Studies: Graphic Design

Assessment Window: September - November 2018

Task 1			
Assessment criteria	Pass	Merit	Distinction
<b>1.1 Apply a range of <u>visual techniques</u> and <u>visual language</u> to communicate a variety of alternative ideas and graphic design solutions in relation to the design brief</b>	<i>Candidates apply a range of visual language and techniques to communicate ideas and solutions <b>appropriate</b> to the design brief</i>	<i>Candidates investigate a range of visual language and visual techniques <b>clearly</b> to communicate ideas and graphic design solutions in relation to the design brief</i>	<i>A range of visual techniques and visual language is <b>skilfully</b> and <b>convincingly</b> applied candidates use techniques and visual language to <b>fluently</b> communicate ideas and graphic design solutions in relation to the design brief</i>
<b>Range:</b>	<b>Visual language:</b> includes formal elements e.g. line, tone, texture, colour, pattern, symmetry. <b>Visual techniques:</b> use of graphic elements, visual language (colour, tone, shape, line, texture etc.), materials, techniques and processes to explore and develop images or objects which communicate meanings and messages in response to the design brief e.g. sheets of ideas (roughs), thumbnail sketches, collage, hand-drawn visuals, mock-up on screen editing/scaling/resizing e.g. roughs, thumbnail sketches, paste-up; mock-up, collage, colourways, finished visuals, diagrams, grids, reprographic techniques (copy, enlarge, reduce), use of software packages e.g. on-screen display.		
<b>a) Experiment</b> with a range of graphic design techniques and visual language  <b>b) Use</b> a range of graphic design techniques and visual language to communicate at least 3 ideas	The learner will evidence <b>basic</b> application of a range of visual language and visual techniques through experimentation to communicate at least 3 <b>basic</b> ideas.  Ideas will be <b>basic</b> and will <b>partially</b> meet the requirement of the brief.	The learner will evidence <b>clear</b> application of a range of visual language and visual techniques through experimentation to communicate at least 3 ideas.  The learner will have evidenced a range of <b>appropriate</b> visual techniques <b>and</b> visual language they intend to use in meeting the brief. These will be <b>sufficient</b> in communicating their design ideas.  The learners will begin to <b>clearly</b> communicate a minimum of 3 ideas that <b>mostly</b> meet the brief.	The learner will evidence <b>skilled</b> application of a range of visual language and visual techniques through experimentation to communicate at least 3 ideas.  The learner will have evidenced a range of <b>appropriate</b> visual techniques <b>and</b> visual language they intend to use in meeting the brief. These will be <b>fluent</b> in communicating their design ideas.  The learner will evidence a <b>convincing</b> application of visual techniques and language.

			The learners will <b>fluently</b> communicate a minimum of 3 ideas that are <b>clear</b> in how they <b>all</b> meet the brief.
<b>Glossary of Terms</b>	<b>Appropriate:</b> <i>Relevant to the purpose/task</i>	<b>Clearly:</b> <i>Logically and without possibility of misunderstanding</i>	<b>Skilfully:</b> <i>In a manner underpinned by technical knowledge and a degree of mastery</i> <b>Convincing</b> <i>Persuasive and credible</i> <b>Fluently:</b> <i>Smoothly flowing and without apparent effort</i>

## Task 2

Assessment Criteria	Pass	Merit	Distinction
1.2 Demonstrate <u>planning</u> and <u>recording progress</u> towards meeting the outcomes of the design brief	Candidates plan work and make connections between activities over time. Records of progress which are <b>appropriate</b> to the design brief are produced. Records show sufficient <b>awareness</b> of strengths and weaknesses in order to make steady progress	Candidates reflect on, analyse and demonstrate <b>critical understanding</b> of progress towards meeting the outcomes of the design brief	Planning shows <b>creativity</b> , initiative and <b>originality</b>
Range:	<b>Planning:</b> of development work, timescales, deadlines. <b>Recording progress:</b> notes, evaluation and review, records of experimentation, rationale for use of methods, techniques or equipment, discussion records etc.		
a) Produce a record b) Produce a plan c) Revisit the plan and record	<p>Learners will produce a <b>basic</b> record. Some <b>basic</b> evidence of:</p> <ul style="list-style-type: none"> <li>record of their progress</li> <li>The creative opportunities that the brief presents</li> <li>Which ideas best meet the design brief.</li> </ul> <p>Learners will produce a <b>basic</b> plan. Some <b>basic</b> evidence of:</p> <ul style="list-style-type: none"> <li>the activities they will do to meet the design brief in the time available</li> <li>order in which they intend to do these activities.</li> </ul> <p>Task 2 a) and b) required for a pass.</p>	<p>Learners will produce a record to include <b>most</b> of the following:</p> <p>Evidence of</p> <ul style="list-style-type: none"> <li>record of their progress</li> <li>The creative opportunities that the brief presents</li> <li>Which ideas best meet the design brief.</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>Reasons for their choice</li> <li><b>or:</b></li> <li>Explanation in detail why they have rejected some ideas and chosen to develop others.</li> </ul> <p>Learners will evidence critical understanding in their record by providing <b>some</b> clear analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and/or</b> reasons.</p>	<p>Learners will produce a record to include <b>most</b> of the following:</p> <p>Evidence of</p> <ul style="list-style-type: none"> <li>record of their progress</li> <li>The creative opportunities that the brief presents</li> <li>Which ideas best meet the design brief.</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>Reasons for their choice</li> <li><b>or:</b></li> <li>Explanation in detail why they have rejected some ideas and chosen to develop others.</li> </ul> <p>Learners will evidence critical understanding in their record by providing <b>some</b> clear analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and/or</b> reasons.</p>

		<p>Learners will produce a plan. Some evidence of <b>most</b> of the following:</p> <ul style="list-style-type: none"> <li>the activities they will do to meet the design brief in the time available</li> <li>the order in which they intend to do these activities</li> <li>the difficulties they think they might come across</li> <li>how they could overcome any concerns or difficulties you may experience</li> <li>the resource requirements.</li> </ul>	<p>Learners will produce a <b>detailed</b> plan that evidences <b>originality</b> and <b>creativity</b> in their intentions.</p> <p>To include some evidence of <b>most of</b> the following:</p> <ul style="list-style-type: none"> <li>the activities they will do to meet the design brief in the time available</li> <li>the order in which they intend to do these activities</li> <li>the difficulties they think they might come across</li> <li>how they could overcome any concerns or difficulties you may experience</li> <li>the resource requirements.</li> </ul>
<b>Glossary of Terms</b>	<p><b>Appropriate</b> <i>Relevant to the purpose/task</i></p> <p><b>Awareness</b> <i>Knowledge, understanding, perception</i></p>	<p><b>Critical understanding:</b> <i>The ability to deconstruct, analyse and evaluate, and express opinion</i></p>	<p><b>Creativity:</b> <i>Originality, imaginatively expressed</i></p> <p><b>Originality:</b> <i>Ability to think or express oneself in an independent and individual manner</i></p>

### Task 3

Assessment Criteria	Pass	Merit	Distinction
<b>1.3 Select graphic materials, techniques and equipment to meet the design brief and its specifications</b>	Learners select graphic materials, techniques and equipment which are <b>appropriate</b> for the design brief and its specification	Learners demonstrate the properties of the selected materials, techniques and equipment and understand their potential to meet the design brief and its specifications.	Learners use selections to <b>convincingly</b> and <b>fluently</b> achieve solutions to the design brief and its specifications
<b>Range:</b>	<b>Specifications:</b> a range of possibilities for outcomes including materials, techniques and equipment.		
<p>a) Using your ideas from Task 1, experiment with a range of graphic materials, techniques and equipment to <b>demonstrate their properties.</b></p> <p>b) Select the most appropriate graphic materials, techniques and equipment, suitable for your design.</p> <p>c) State clearly why your selections are appropriate in meeting the design brief.</p>	<p>The learner will have undertaken <b>basic</b> experimentation with a <b>limited range</b> of materials, techniques and equipment.. and provided evidence of their <b>basic</b> experimentations.</p> <p>The learner will have selected a range of <b>mostly appropriate</b> materials, techniques and equipment they intend to use in their final work. These will be <b>mostly sufficient</b> in meeting the design brief.</p> <p>Task 1 a) and b) required for a pass.</p>	<p>The learner will have undertaken experimentation with a <b>range</b> of materials, techniques and equipment to demonstrate their properties.</p> <p>The learner will provide <b>clear</b> evidence of experimentations.</p> <p>Learners will have completed experiments which are purposeful and inform the development of ideas.</p> <p>The learner will have selected a range of <b>appropriate</b> materials, techniques and equipment they intend to use in their final work. These will be <b>sufficient</b> in meeting the design brief.</p> <p>Learners will <b>begin</b> to demonstrate that they recognise the creative potential of the discoveries made during their experimentation and selection.</p> <p>Learners will state in <b>brief</b> why selections are appropriate. This may be basic.</p> <p>Task 1 a) and b) and c) required for a merit.</p>	<p>The learner will have undertaken experimentation with a <b>range</b> of materials, techniques and equipment that demonstrate their properties.</p> <p>The learner will provide <b>clear</b> evidence of experimentations.</p> <p>Learners will have completed experiments which are purposeful and inform the development of ideas.</p> <p>The learner will have selected a range of <b>appropriate</b> materials, techniques and equipment they intend to use in their final work. These will be <b>fully sufficient</b> in meeting the design brief.</p> <p>Learners will <b>begin</b> to demonstrate that they recognise the creative potential of the discoveries made during their experiments and selection.</p> <p>The learner will provide in <b>some</b> detail, <b>clear</b> evidence of how the selections made are appropriate in meeting the brief.</p>

			<p>The learner will demonstrate mastery of skills with <b>convincing</b> application of graphic materials, techniques and equipment to demonstrate their properties.</p> <p>The learners work will indicate a convincing graphic design solution.</p> <p>Work would demonstrate a synthesis of activities and an ease of creative movement between processes, and between processes and ideas. (Fluency)</p> <p>Task 1 a) and b) and c) required for a distinction.</p>
<b>Glossary of Terms</b>	<b>Appropriate:</b> <i>Relevant to the purpose/task</i>	<b>No glossary of terms</b>	<p><b>Convincing</b> <i>Persuasive and credible</i></p> <p><b>Fluently:</b> <i>Smoothly flowing and without apparent effort</i></p>

## Tasks 4

Assessment Criteria	Pass	Merit	Distinction
<b>1.4 Develop ideas and solutions in response to external factors</b>	Learners develop ideas and solutions in response to external factors	Learners clearly understand the implications of external factors and develop ideas and solutions accordingly	Learners embrace external factors with <b>creativity</b> and <b>originality</b>
<b>Range:</b>	<b>External factors:</b> constraints: e.g. money, materials, time, weather, legal issues, deadlines, feedback e.g. from client.		
<p>Using your ideas, develop your <b>graphic designs</b>.</p> <p>Your designs <b>must</b> show you have worked within the following constraints:</p> <ul style="list-style-type: none"> <li>You <b>must</b> not use more than <b>three</b> colours</li> <li>you <b>must</b> not use photographs within your illustrations</li> <li>your design <b>must</b> incorporate the title Flamingo and Co</li> </ul> <p>You <b>must</b> demonstrate how your designs will look on:</p> <ul style="list-style-type: none"> <li>a cylindrical product</li> <li>a box for packaging</li> <li>an A3 display board</li> </ul>	<p>Learners will have developed <b>some</b> ideas and solutions that are <b>basic</b>.</p> <p><b>Ideas must include all:</b></p> <ul style="list-style-type: none"> <li>a cylindrical product</li> <li>a box for packaging</li> <li>an A3 display board.</li> </ul> <p>The ideas will <b>partially</b> respond to the external factors and constraints.</p>	<p>Learners will have developed ideas and solutions that <b>mostly</b> respond to the external factors and constraints.</p> <p><b>Ideas must include all :</b></p> <ul style="list-style-type: none"> <li>a cylindrical product</li> <li>a box for packaging</li> <li>an A3 display board.</li> </ul>	<p>Learners will have developed ideas and solutions that are <b>creative and original</b>.</p> <p>The ideas will <b>fully</b> respond to the external factors and constraints.</p> <p>Learners may begin to be <b>creative</b> and <b>original</b> in how the external factors inform their work.</p> <p><b>Ideas must include:</b></p> <ul style="list-style-type: none"> <li>a cylindrical product</li> <li>a box for packaging</li> <li>an A3 display board.</li> </ul>
<b>Glossary of Terms</b>	<b>No glossary of terms</b>	<b>No glossary of terms</b>	<p><b>Creativity:</b> Originality, imaginatively expressed</p> <p><b>Originality:</b> Ability to think or express oneself in an independent and individual manner</p>