



**NCFE Level 1 Technical Award in Graphic Design
(603/0844/8)**

**NCFE Level 2 Technical Award in Graphic Design
(603/0845/X)**

Assessment window: February 2019 – March 2019

Past Paper

Mark Scheme

v1.1 Final

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant tasks, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each task.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the task, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the task booklet.
- If you are in any doubt about the application of the mark scheme, you must consult with your Lead Examiners or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

Assessment objectives

This external assessment requires learners to:

AO1	Recall knowledge and show understanding	20%
AO2	Apply knowledge and understanding	30%
AO3	Analyse and evaluate knowledge and understanding	40%
AO4	Evaluate graphic design design/aspects	10%

Project Brief

Dream Wax Records are a record label planning to release albums on 12-inch vinyl.

Dream Wax Records want to encourage new consumers to buy their music. They are aware of the growing market in vinyl recordings and want to take advantage of this. The target audiences are:

- the 40+ age group for rereleases, known as 'old skool music'
- the 16–25 age group, known as 'new skool music'.

The company values of Dream Wax Records are:

- longevity (to produce records that will last a long time)
- originality (to produce records that are original)
- memorability (to produce records that are memorable).

Dream Wax Records have recently invited a group of graphic designers to submit some design ideas for a new logo, which is to be used on the vinyl record sleeves. You are part of this group.

Dream Wax Records want a logo that communicates their company values. The logo **must** also combine imagery **and** typography.

You may choose to design a logo for **either** old skool music **or** new skool music.

You need to be able to provide your final graphic design, either digitally or physically, to Dream Wax Records. You need to give reasons for your choices and say how the graphic design meets the requirements of Dream Wax Records.

You have a total of 10 hours to complete the brief.

Task	Marking guidance	Total marks
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1	<p>Dream Wax Records want to make sure that you consider all of the requirements of the brief.</p> <p>They would like to see how you have interpreted the brief and want you to provide some initial graphic design ideas for either the old skool music logo or the new skool music logo.</p> <p>Your response to the brief must include:</p> <ul style="list-style-type: none"> • your initial graphic design ideas • how your ideas will meet the requirements of either the old skool music target audience or the new skool music target audience • how your ideas will meet the company values of Dream Wax Records. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptors</th></tr> </thead> <tbody> <tr> <td>6</td><td>16–18</td><td> <ul style="list-style-type: none"> • Excellent links between the requirements of the brief and effective and insightful first ideas. • Will be accurate and relevant and meet all of the requirements. </td></tr> <tr> <td>5</td><td>13–15</td><td> <ul style="list-style-type: none"> • Very good links between the requirements of the brief and considered and effective first ideas. • Will be accurate and relevant and meet most of the requirements. </td></tr> <tr> <td>4</td><td>10–12</td><td> <ul style="list-style-type: none"> • Good links between the requirements of the brief and considered first ideas. • Will be accurate and meet most of the requirements. </td></tr> <tr> <td>3</td><td>7–9</td><td> <ul style="list-style-type: none"> • Satisfactory link(s) between the requirements of the brief and first ideas. • A level of inaccuracy but meets all of the requirements. </td></tr> <tr> <td>2</td><td>4–6</td><td> <ul style="list-style-type: none"> • Consistent link(s) between the requirements of the brief and basic first ideas. • May be inaccurate and not meet all of the requirements. </td></tr> <tr> <td>1</td><td>1–3</td><td> <ul style="list-style-type: none"> • Inconsistent link(s) between the requirements of the brief and first ideas. • May be inaccurate and not meet all of the requirements. </td></tr> </tbody> </table>	Level	Marks	Descriptors	6	16–18	<ul style="list-style-type: none"> • Excellent links between the requirements of the brief and effective and insightful first ideas. • Will be accurate and relevant and meet all of the requirements. 	5	13–15	<ul style="list-style-type: none"> • Very good links between the requirements of the brief and considered and effective first ideas. • Will be accurate and relevant and meet most of the requirements. 	4	10–12	<ul style="list-style-type: none"> • Good links between the requirements of the brief and considered first ideas. • Will be accurate and meet most of the requirements. 	3	7–9	<ul style="list-style-type: none"> • Satisfactory link(s) between the requirements of the brief and first ideas. • A level of inaccuracy but meets all of the requirements. 	2	4–6	<ul style="list-style-type: none"> • Consistent link(s) between the requirements of the brief and basic first ideas. • May be inaccurate and not meet all of the requirements. 	1	1–3	<ul style="list-style-type: none"> • Inconsistent link(s) between the requirements of the brief and first ideas. • May be inaccurate and not meet all of the requirements. 	<p>18</p> <p>AO1=18</p>
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2	<p>Dream Wax Records want you to use your initial ideas and develop them further.</p> <p>You must:</p> <ul style="list-style-type: none"> • experiment with the graphic design components to develop your ideas further • annotate your experiments stating how your ideas use the graphic design components • show all your experiments including your rejected ideas. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptors</th></tr> </thead> <tbody> <tr> <td>6</td><td>23–27</td><td> <ul style="list-style-type: none"> • Excellent exploration and experimentation with all 6 graphic design components, which consistently reference the requirements of the brief. • Ideas show evidence of excellent development and refinement. </td></tr> <tr> <td>5</td><td>18–22</td><td> <ul style="list-style-type: none"> • Very good exploration and experimentation with all 6 graphic design components, which shows skill, direction with relevant connection to the requirements of the brief. • Ideas show evidence of very good development and refinement. </td></tr> <tr> <td>4</td><td>13–17</td><td> <ul style="list-style-type: none"> • Good exploration and experimentation with all 6 graphic design components, which shows skill, direction and connection to the requirements of the brief. • Ideas show evidence of good development and refinement. </td></tr> <tr> <td>3</td><td>9–12</td><td> <ul style="list-style-type: none"> • Satisfactory exploration and experimentation with some graphic design components evident, which shows process and development with some connections to meet the requirements of the brief. • Ideas show evidence of satisfactory development and refinement. </td></tr> <tr> <td>2</td><td>5–8</td><td> <ul style="list-style-type: none"> • Consistent exploration and experimentation with some graphic design components, which lacks direction and limited connections to the requirements of the brief. • Ideas show some evidence of development and refinement. </td></tr> <tr> <td>1</td><td>1–4</td><td> <ul style="list-style-type: none"> • Inconsistent exploration and experimentation with some graphic design components, which </td></tr> </tbody> </table>	Level	Marks	Descriptors	6	23–27	<ul style="list-style-type: none"> • Excellent exploration and experimentation with all 6 graphic design components, which consistently reference the requirements of the brief. • Ideas show evidence of excellent development and refinement. 	5	18–22	<ul style="list-style-type: none"> • Very good exploration and experimentation with all 6 graphic design components, which shows skill, direction with relevant connection to the requirements of the brief. • Ideas show evidence of very good development and refinement. 	4	13–17	<ul style="list-style-type: none"> • Good exploration and experimentation with all 6 graphic design components, which shows skill, direction and connection to the requirements of the brief. • Ideas show evidence of good development and refinement. 	3	9–12	<ul style="list-style-type: none"> • Satisfactory exploration and experimentation with some graphic design components evident, which shows process and development with some connections to meet the requirements of the brief. • Ideas show evidence of satisfactory development and refinement. 	2	5–8	<ul style="list-style-type: none"> • Consistent exploration and experimentation with some graphic design components, which lacks direction and limited connections to the requirements of the brief. • Ideas show some evidence of development and refinement. 	1	1–4	<ul style="list-style-type: none"> • Inconsistent exploration and experimentation with some graphic design components, which 	<p>27</p> <p>AO2=27</p>
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3	<p>You must produce your final completed logo to present to Dream Wax Records.</p> <p>You must:</p> <ul style="list-style-type: none"> use imagery and typography use the graphic design components use the ideas developed in Task 2. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th><th style="text-align: center;">Marks</th><th style="text-align: left;">Descriptors</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td><td style="text-align: center;">31–36</td><td> <ul style="list-style-type: none"> Completed design shows excellent evidence of meeting the requirements of the brief. Graphic design components are combined exceptionally well to create a design which is successful in all aspects. Excellent level of skill evident. </td></tr> <tr> <td style="text-align: center;">5</td><td style="text-align: center;">25–30</td><td> <ul style="list-style-type: none"> Completed design shows very good evidence of meeting the requirements of the brief. Very good use of graphic components and very good level of skill evident. </td></tr> <tr> <td style="text-align: center;">4</td><td style="text-align: center;">19–24</td><td> <ul style="list-style-type: none"> Completed design shows good evidence of meeting the requirements of the brief. Good use of graphic components and good level of skill evident. </td></tr> <tr> <td style="text-align: center;">3</td><td style="text-align: center;">13–18</td><td> <ul style="list-style-type: none"> Completed design shows a satisfactory understanding of the requirements of the brief. Satisfactory use of graphic components some skills evident. </td></tr> <tr> <td style="text-align: center;">2</td><td style="text-align: center;">7–12</td><td> <ul style="list-style-type: none"> Completed design shows consistent but limited understanding of the requirements of the brief. Some use of graphic components but limited skill evident. </td></tr> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">1–6</td><td> <ul style="list-style-type: none"> Completed design shows little understanding of the requirements of the brief. Basic use of graphic components but minimal skill evident. </td></tr> </tbody> </table>	Level	Marks	Descriptors	6	31–36	<ul style="list-style-type: none"> Completed design shows excellent evidence of meeting the requirements of the brief. Graphic design components are combined exceptionally well to create a design which is successful in all aspects. Excellent level of skill evident. 	5	25–30	<ul style="list-style-type: none"> Completed design shows very good evidence of meeting the requirements of the brief. Very good use of graphic components and very good level of skill evident. 	4	19–24	<ul style="list-style-type: none"> Completed design shows good evidence of meeting the requirements of the brief. Good use of graphic components and good level of skill evident. 	3	13–18	<ul style="list-style-type: none"> Completed design shows a satisfactory understanding of the requirements of the brief. Satisfactory use of graphic components some skills evident. 	2	7–12	<ul style="list-style-type: none"> Completed design shows consistent but limited understanding of the requirements of the brief. Some use of graphic components but limited skill evident. 	1	1–6	<ul style="list-style-type: none"> Completed design shows little understanding of the requirements of the brief. Basic use of graphic components but minimal skill evident. 	36 AO3=36
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4	<p>You must now evaluate your graphic design in relation to the brief.</p> <p>Your evaluation must include:</p> <ul style="list-style-type: none"> • the choices you made • your use of the graphic design components • the skills you have used • the challenges you have faced • how the design meet the brief and communicates the values of Dream Wax Records. <table border="1" data-bbox="256 636 1246 2056"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptors</th></tr> </thead> <tbody> <tr> <td>6</td><td>8–9</td><td> <ul style="list-style-type: none"> • Excellent conclusions about the final design including technical skills, appropriate graphic design components and justifications of selections clearly linked to the chosen design option. • Excellent description of processes used to resolve challenges presented by the brief in the final design. </td></tr> <tr> <td>5</td><td>6–7</td><td> <ul style="list-style-type: none"> • Very good conclusions about the appropriate use of graphic design components. • Justifications for selections are linked to the work produced. • Very good description of processes used to resolve challenges presented by the brief in the final design. </td></tr> <tr> <td>4</td><td>4–5</td><td> <ul style="list-style-type: none"> • Detailed conclusions about the appropriate use of graphic design components. This may not be consistently linked to the work produced. • Good description of processes used to resolve challenges presented by the brief in the final design. </td></tr> <tr> <td>3</td><td>3</td><td> <ul style="list-style-type: none"> • Some simple conclusions about the appropriate use of graphic design components. • Satisfactory recognition of the link between the challenges presented by the brief and how they were resolved in the final design. </td></tr> <tr> <td>2</td><td>2</td><td> <ul style="list-style-type: none"> • Some simple conclusions about the use of graphic design components. • Response to the challenges presented by the brief is consistently identified. </td></tr> </tbody> </table>	Level	Marks	Descriptors	6	8–9	<ul style="list-style-type: none"> • Excellent conclusions about the final design including technical skills, appropriate graphic design components and justifications of selections clearly linked to the chosen design option. • Excellent description of processes used to resolve challenges presented by the brief in the final design. 	5	6–7	<ul style="list-style-type: none"> • Very good conclusions about the appropriate use of graphic design components. • Justifications for selections are linked to the work produced. • Very good description of processes used to resolve challenges presented by the brief in the final design. 	4	4–5	<ul style="list-style-type: none"> • Detailed conclusions about the appropriate use of graphic design components. This may not be consistently linked to the work produced. • Good description of processes used to resolve challenges presented by the brief in the final design. 	3	3	<ul style="list-style-type: none"> • Some simple conclusions about the appropriate use of graphic design components. • Satisfactory recognition of the link between the challenges presented by the brief and how they were resolved in the final design. 	2	2	<ul style="list-style-type: none"> • Some simple conclusions about the use of graphic design components. • Response to the challenges presented by the brief is consistently identified. 	<p>9</p> <p>AO4=9</p>
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		1	1	<ul style="list-style-type: none"> • General conclusions about the use of graphic design components. • Response to the challenges presented by the brief is not consistently identified. 	
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Assessment Objective Grid

Task	AO1	AO2	AO3	AO4	Total
1	18				18
2		27			27
3			36		36
4				9	9
Total	18	27	36	9	90