Sample portfolio

NCFE Level 1 Award in Graphic Design (603/0844/8)
NCFE Level 2 Award in Graphic Design (603/0845/X)

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Withdrawn

Introduction

This sample portfolio is designed to help Teachers understand the requirements of grading and provide guidance of how a portfolio could look in the chosen learning outcomes for the following qualifications:

- NCFE Level 1 Award in Graphic Design (603/0844/8)
- NCFE Level 2 Award in Graphic Design (603/0845/X).

The chosen learning outcomes exemplified within this sample portfolio are:

- **Unit 02** – Graphic design practice
  - **Learning outcome 1** – Understand the work of recognised graphic designers
- **Unit 03** – Responding to a graphic design brief
  - **Learning outcome 1 –** Understand the requirements of a graphic design brief.

Learner evidence is provided for each learning outcome, with an accompanying commentary written by an External Quality Assurer (EQA) to explain the awarding of the grade and how the learner could go on to achieve a higher grade.

Each learning outcome is exemplified through learner evidence at the following grades:

- Level 1 Pass
- Level 2 Pass
- Level 2 Merit
- Level 2 Distinction.

We would encourage the use of our Evidence and Grading Tracker document which is available on our website ncfe.org.uk, although any method which clearly records the evidence against the assessment criteria may be used.

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Unit 02 Graphic design practice (Y/615/3951) – Level 1

Learning outcome 1

The learner will:

understand the work of recognised graphic designers

The learner must know about:

- examples of design practice in a chosen discipline
- recognised graphic designers in a chosen discipline

Grading descriptors	Example
Pass: Uses information from one source	Learners will use information from only one source to recognise graphic designers from their chosen discipline and some of their practice.
Merit: Uses information from at least two different sources	Learners will use information from at least two different sources, to recognise graphic designers from their chosen discipline and some of their practice.
Distinction: Summarises information from at least two different sources	Learners will provide a summary of the practice of graphic designers from their chosen discipline, using information from at least two different sources.

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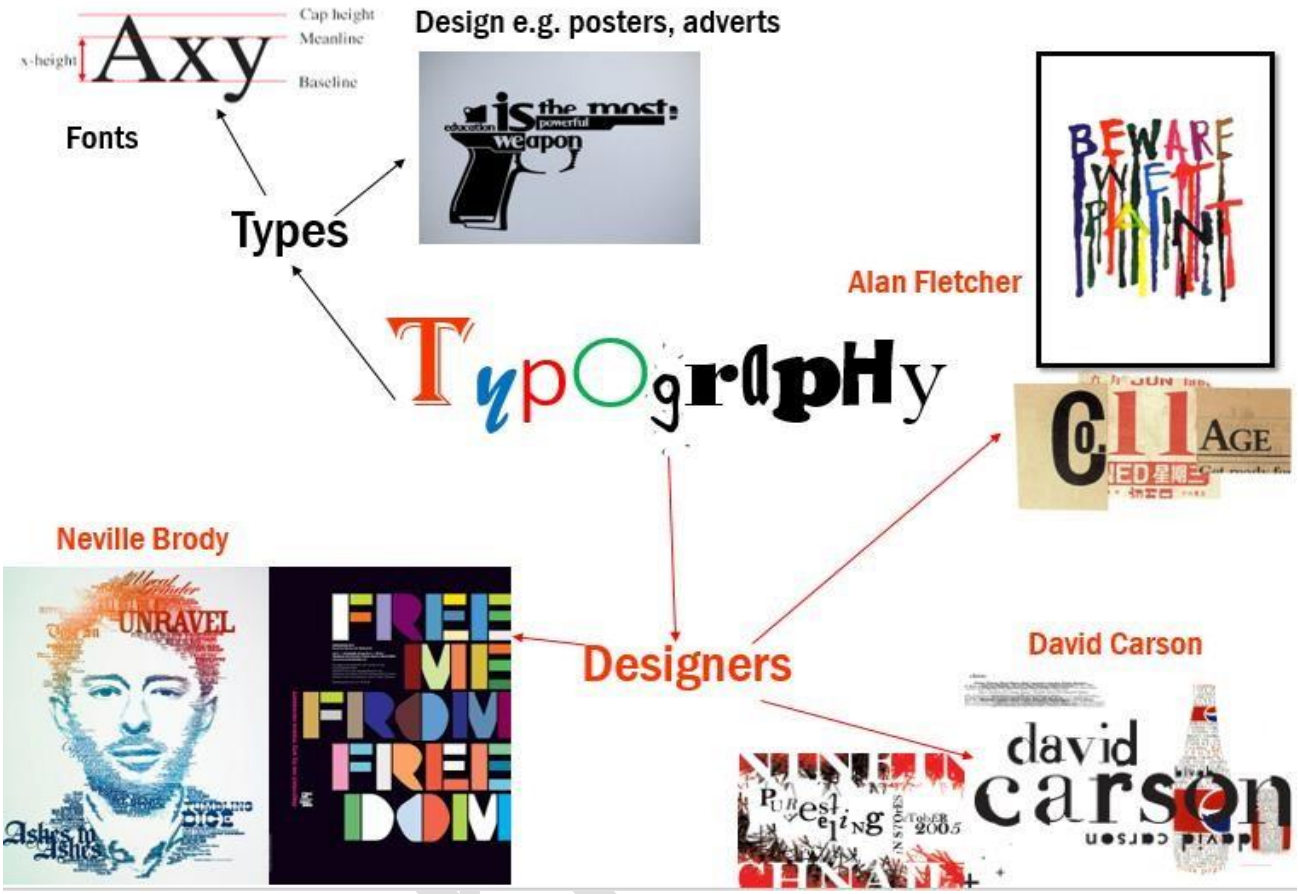
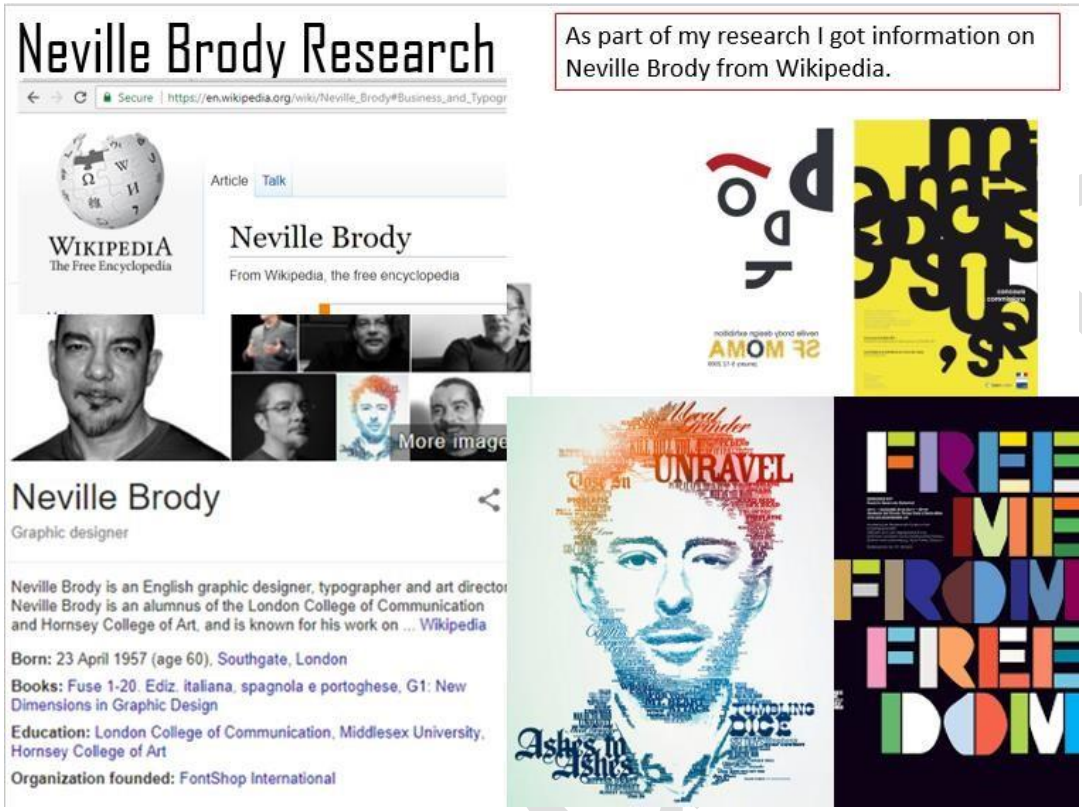
Learner 1 evidence

Slide 01



Learner 1 evidence (cont'd)

Slide 02



EQA commentary

The evidence submitted is two PowerPoint slides.

On the first slide the learner has considered typography in spider diagram form; mentioning two types of typography fonts and design (eg posters and leaflets), and three typography designers. This provides evidence that the learner understands recognised graphic designers in a chosen discipline and some of their practice. Although the work is visually engaging, the learner has provided very little written information to demonstrate understanding.

On the second slide the learner has researched the work of Neville Brody, using the internet to visit Wikipedia. Although there is evidence the learner can find key information about Neville Brody's practice, the information provided is print screens from the website visited. This provides evidence the learner has used information from only one source to recognise graphic designers from their chosen discipline and some of their practice.

Grade awarded for this learning outcome – **Level 1 Pass**.

To achieve a higher grade the learner would need to use information from at least two different sources to recognise graphic designers from their chosen typography discipline and some of their practice. In addition to this, the learner would need to provide a summary of the designers practice to be assessed at a Level 1 Distinction grade.

Unit 02 Graphic design practice (A/615/3957) – Level 2

Learning outcome 1

The learner will:

understand the work of recognised graphic designers

The learner must know about:

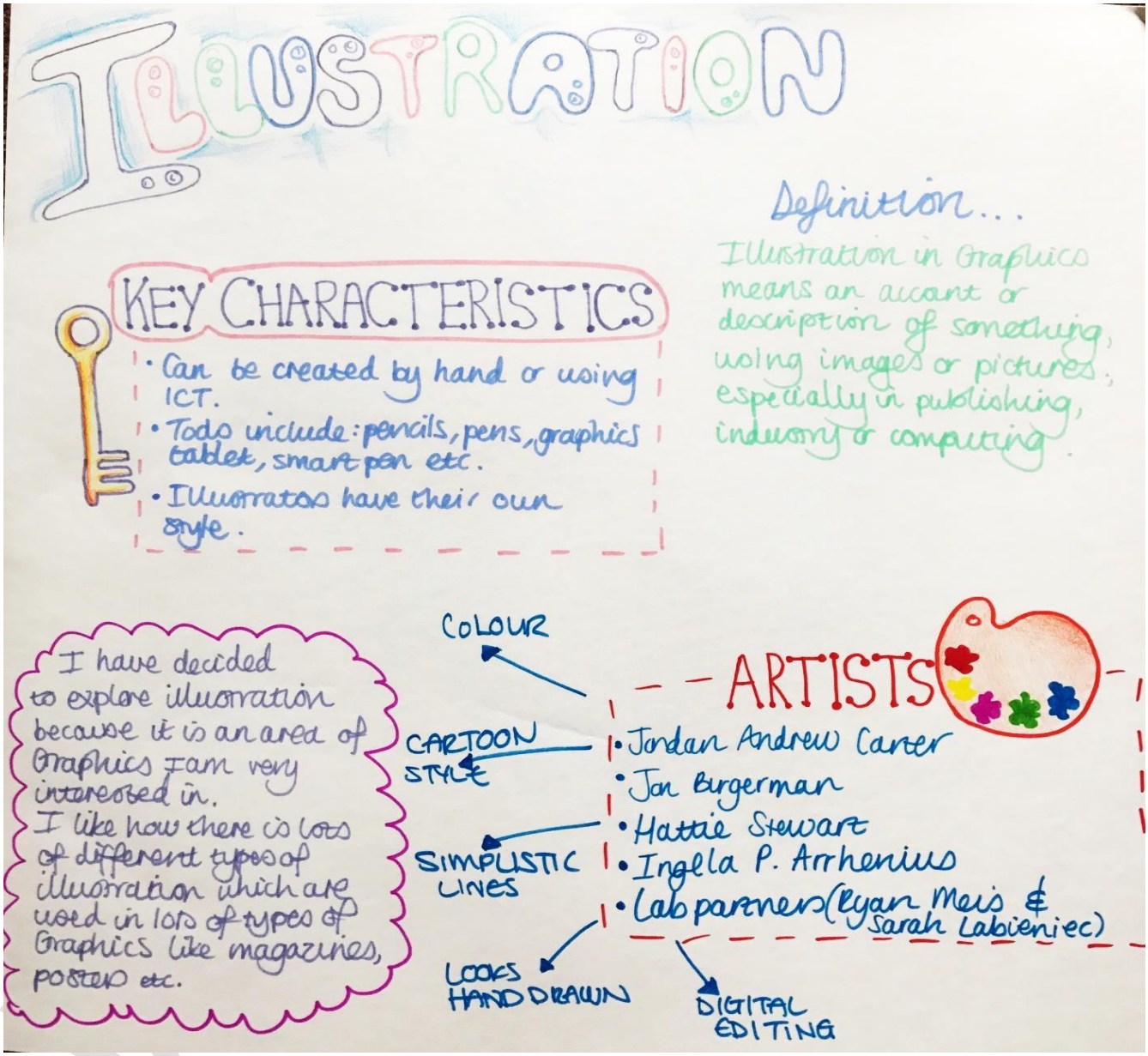
- examples of design practice in a chosen discipline
- recognised graphic designers in a chosen discipline
- the characteristics of design practice

Grading descriptors	Example
Pass: Relates information from at least two 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 different formats from at least two 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 different formats from different types of sources commenting on the credibility of sources	Learners will 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.

Withdrawn

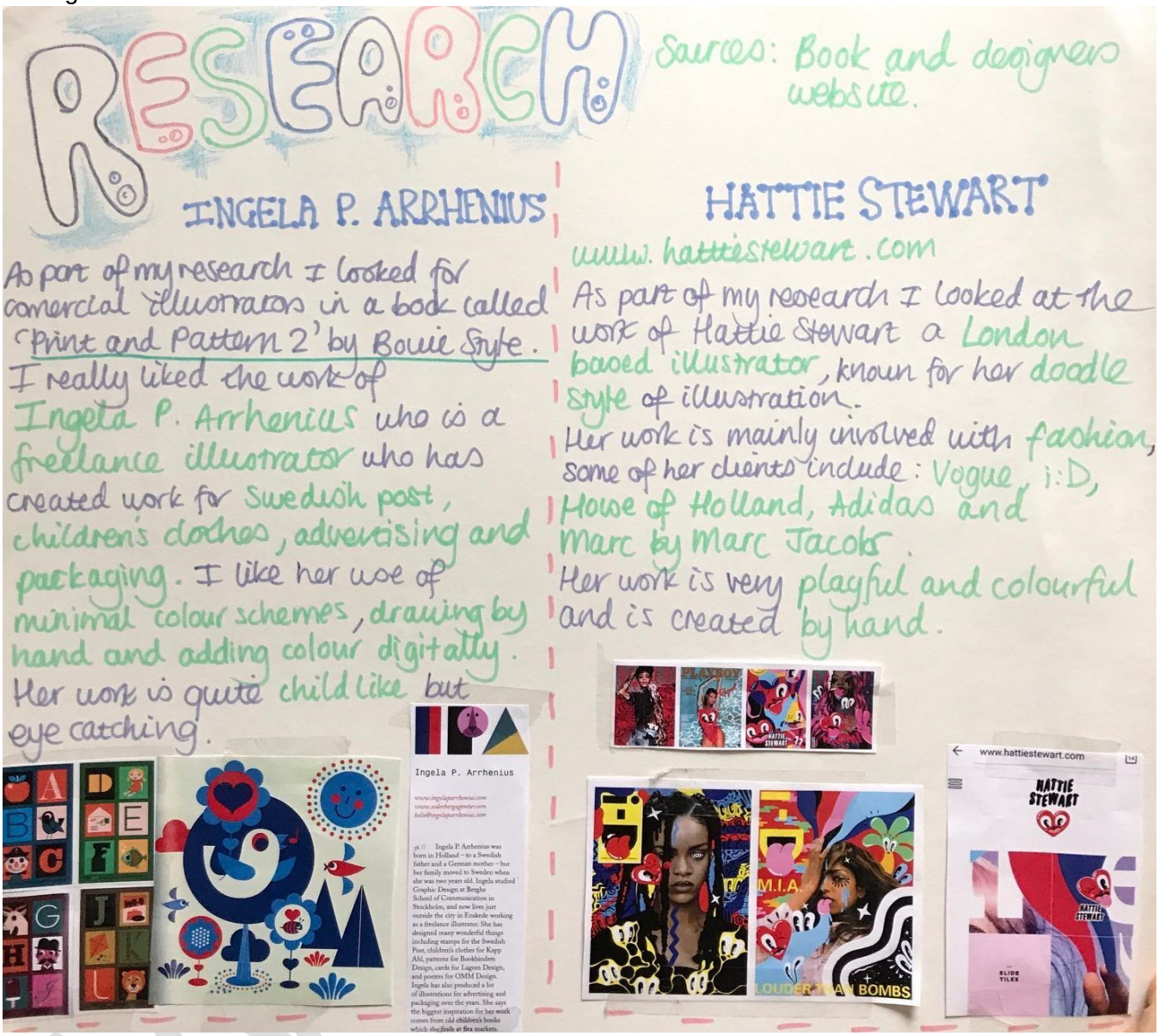
Learner 2 evidence

Design sheet 01



Learner 2 evidence (cont'd)

Design sheet 02



EQA commentary

The evidence submitted is two large A2 design sheets.

On the first design sheet the learner has researched 'illustration' looking at the definition of the word and the key characteristics of illustration, mentioning how 'it can be produced by hand or using ICT'. The learner also mentions some of the tools that can be used and that illustrators can have their own style. This is presented in brief bullet form. The learner has highlighted on the board why they chose to research illustration and some of the different forms of advertising illustrations can be found in, mentioning magazines and posters. This gives evidence that the learner has communicated some defining characteristics of design within their chosen discipline.

On the first design sheet the learner has also highlighted five recognised illustrators, although these are just in bullet point form, and has used some key words to describe the characteristics of the designer's work.

On the second design sheet the learner has chosen two recognised designers from the list on the first design sheet, to research in more detail. Looking at the work of Ingela P. Arrhenius using a book called 'Print and Pattern', the learner has gathered some information and examples of her practice, mentioning how the work is produced and who the designer has produced work for. The learner has then researched the work of Hattie Stewart by visiting her website, again gathering some information about her practice and visual examples of her work. The learner describes the characteristics of her work in some brief detail. This provides evidence that the learner has identified some recognised illustrators and the characteristics of their work using two sources in two different formats to gather information: a book and a website.

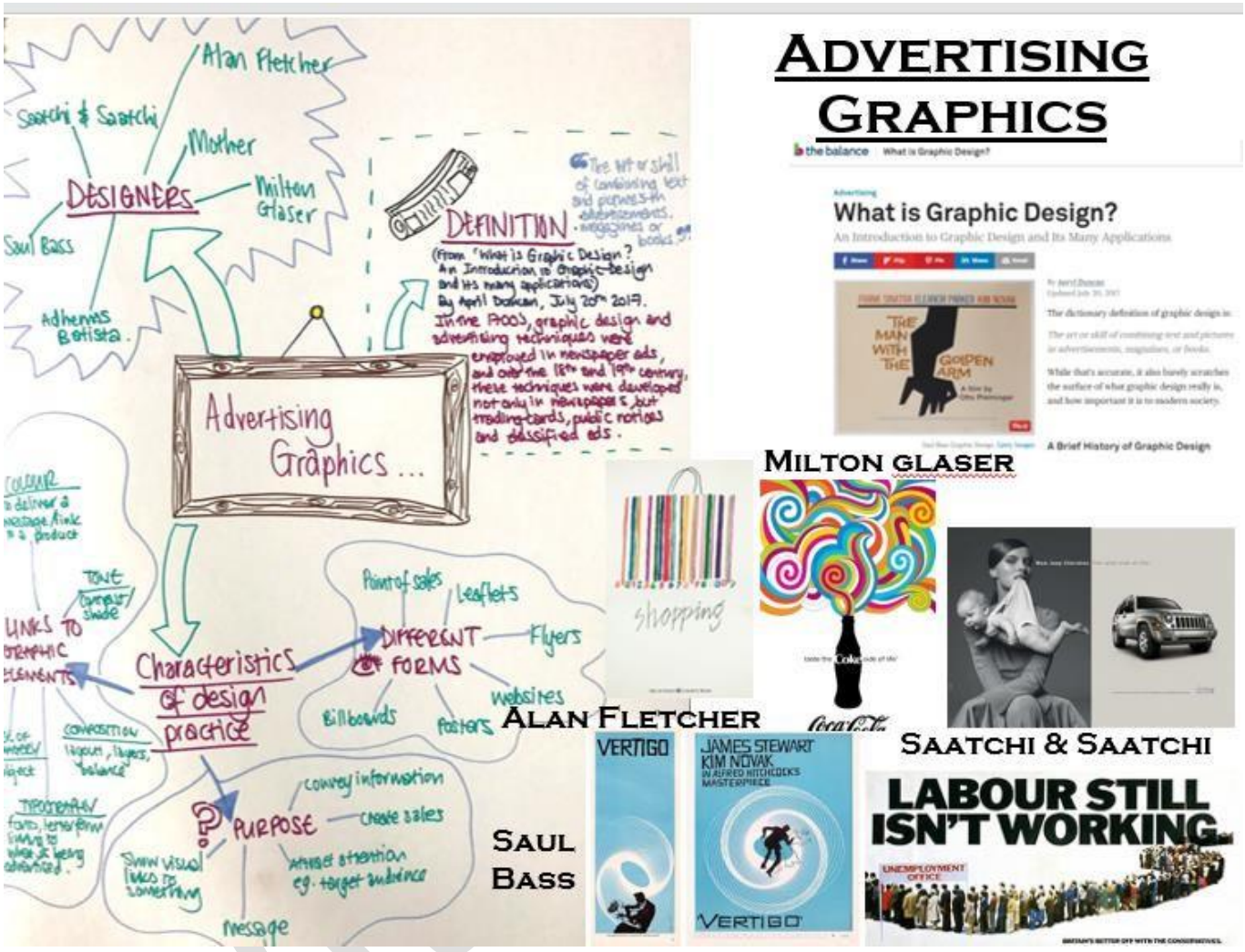
Grade awarded for this learning outcome – **Level 2 Pass**.

To achieve a Level 2 Merit this learner would need to give more information and detailed description of the characteristics of illustration, using more vocabulary linking to the graphics elements. The grade could be increased by including recognised designers who create different styles of illustration.

Withdrawn

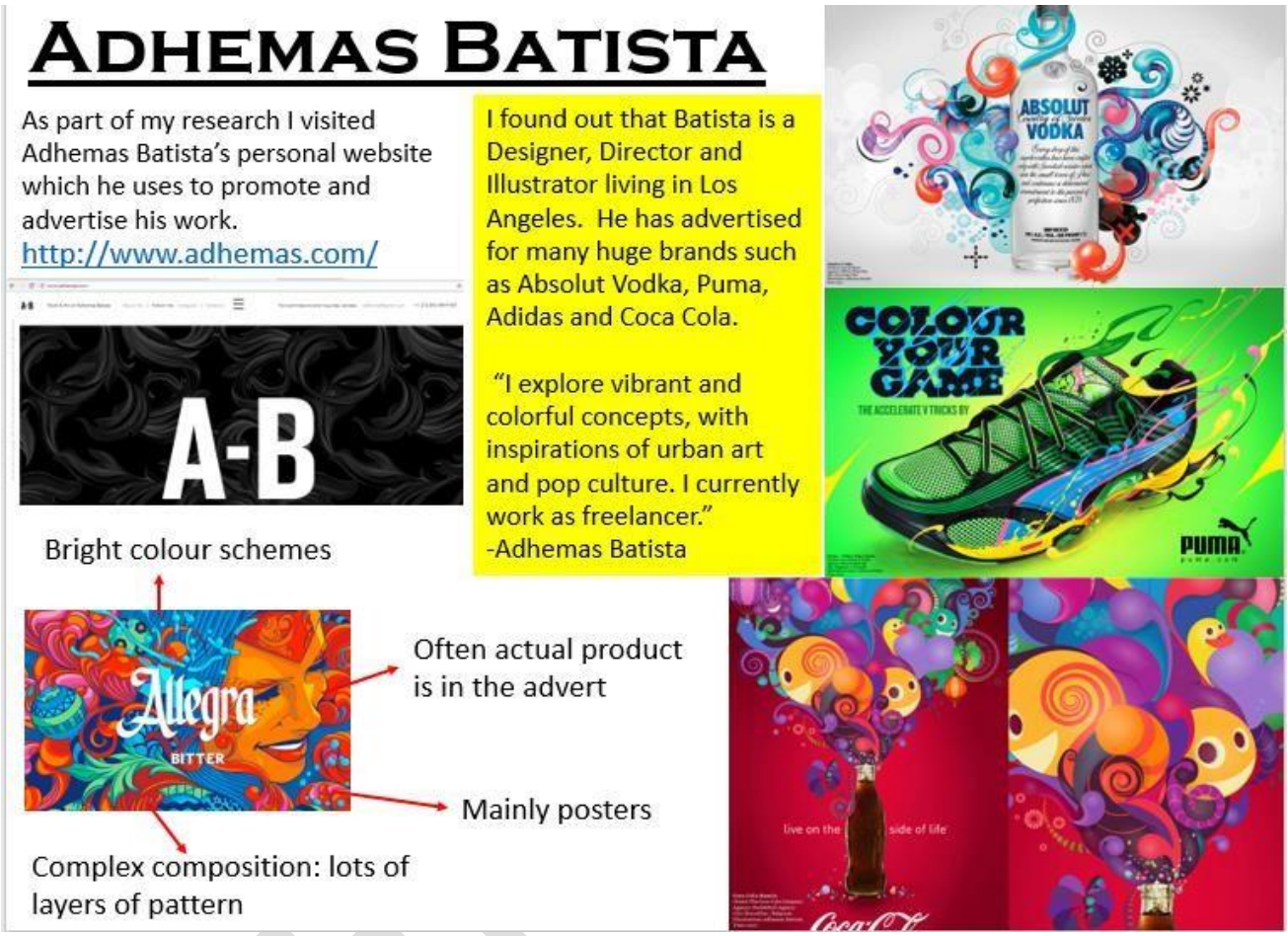
Learner 3 evidence

PowerPoint slide 01



Learner 3 evidence (cont'd)

PowerPoint slide 02



Learner 3 evidence (cont'd)

PowerPoint Slide 03

EQA commentary

The evidence submitted is three PowerPoint slides of research, the first including a photograph of an A2 design sheet.

On the first slide the learner has explored the theme of 'advertising graphics'. On their design sheet the learner has found a definition and brief history from a magazine article titled 'What is Graphic Design?' published in July 2017, a recent and relevant source of information. The learner also explores the characteristics of advertising in detail, mentioning six different examples of the different forms of advertising graphics. The learner then considers the purpose of advertising graphics, demonstrating good understanding by mentioning five different examples. Finally, the learner links this to graphic components. This provides evidence that the learner can confidently communicate the main characteristics of design within their chosen discipline and some of the key characteristics. Finally, on

this slide the learner highlights some key examples of recognised advertising designers, mentioning six different examples and showing a visual example of each.

On the next two slides the learner researches the work of Adhemas Batista and Milton Glaser, using an artist's website and a New York Times newspaper article to gather information. The learner analyses each illustrators practice, providing artist quotes, key examples of their practice and looking at the characteristics with some reference to graphic elements. This provides evidence the learner knows about examples of graphic designers and characteristics of their practice. They have also used information from at least two sources and in at least two different formats.

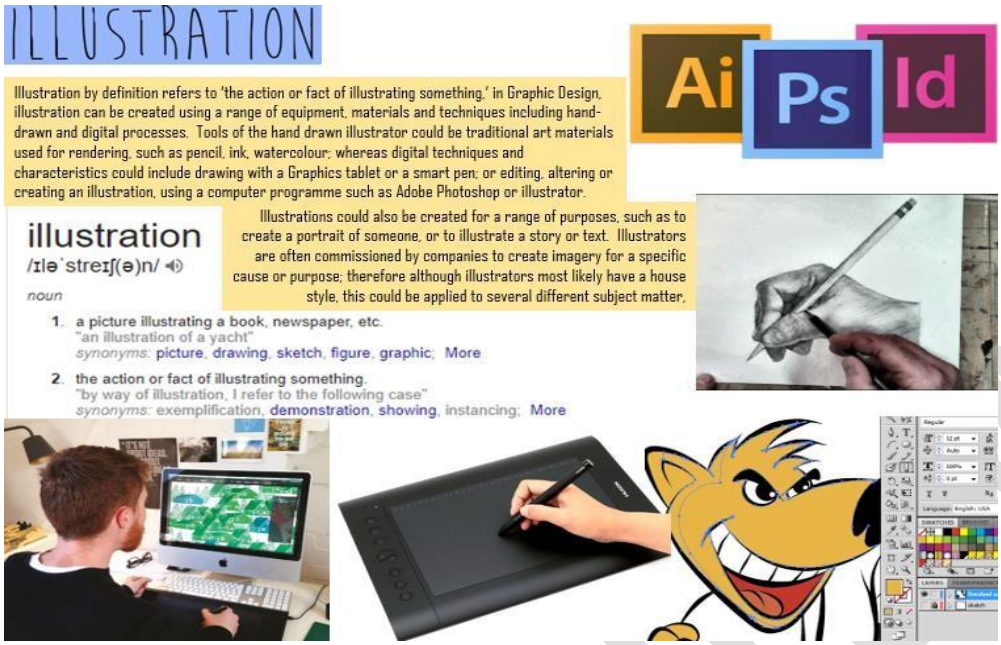
Grade awarded for this learning outcome – **Level 2 Merit**.

To achieve a Level 2 Distinction the learner would need to use a greater range of sources to find examples of advertising graphic designers and mention which sources of information have the most value and why.

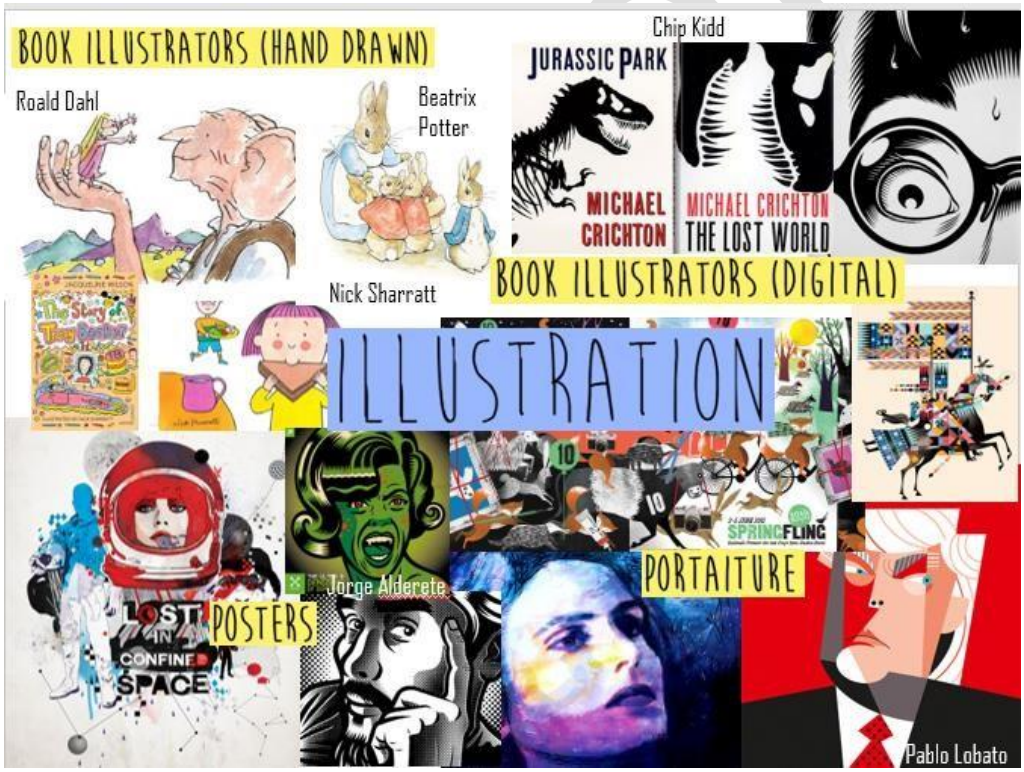
Withdrawn

Learner 4 evidence

Slide 01



Slide 02



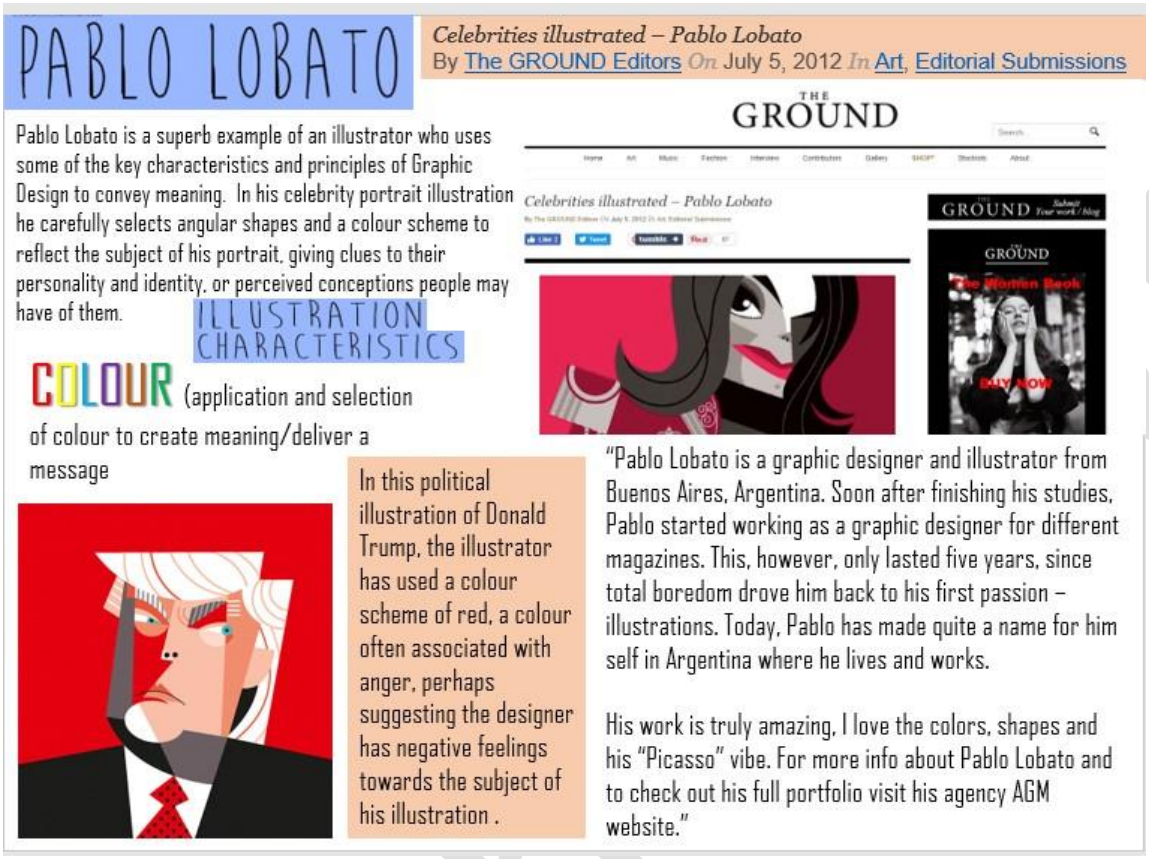
Learner 4 evidence (cont'd)

Slide 03

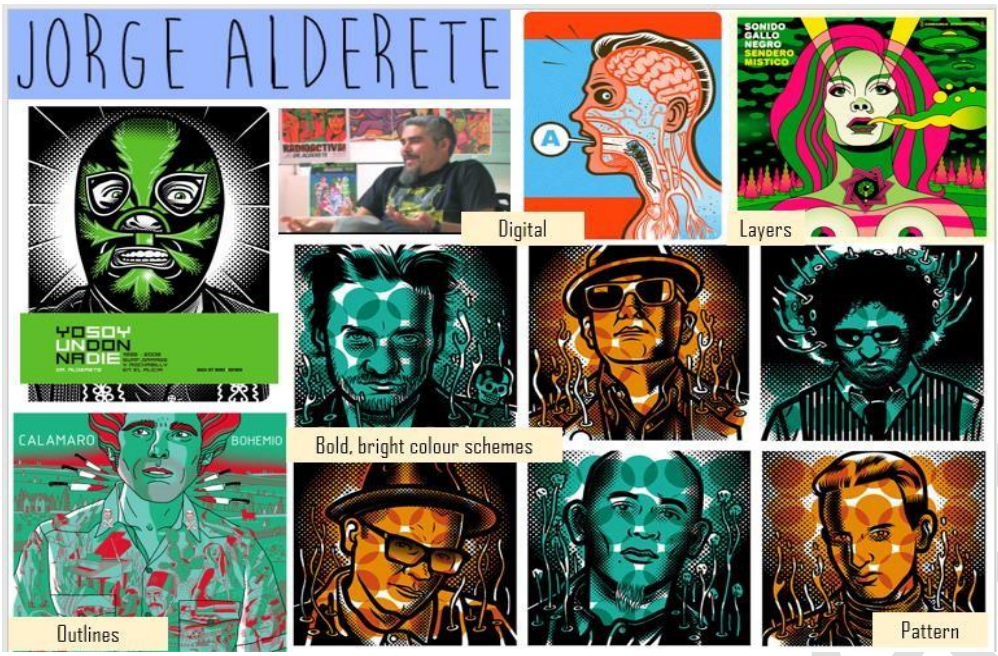
Withdrawn

Learner 4 evidence (cont'd)

Slide 04



Slide 05



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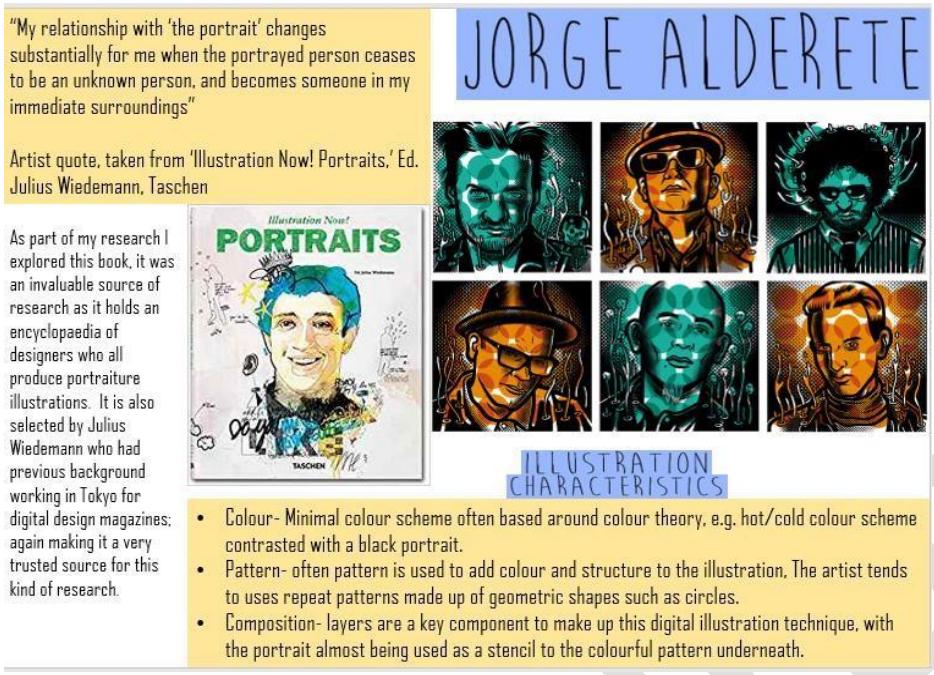
Learner 4 evidence (cont'd)

Slide 06



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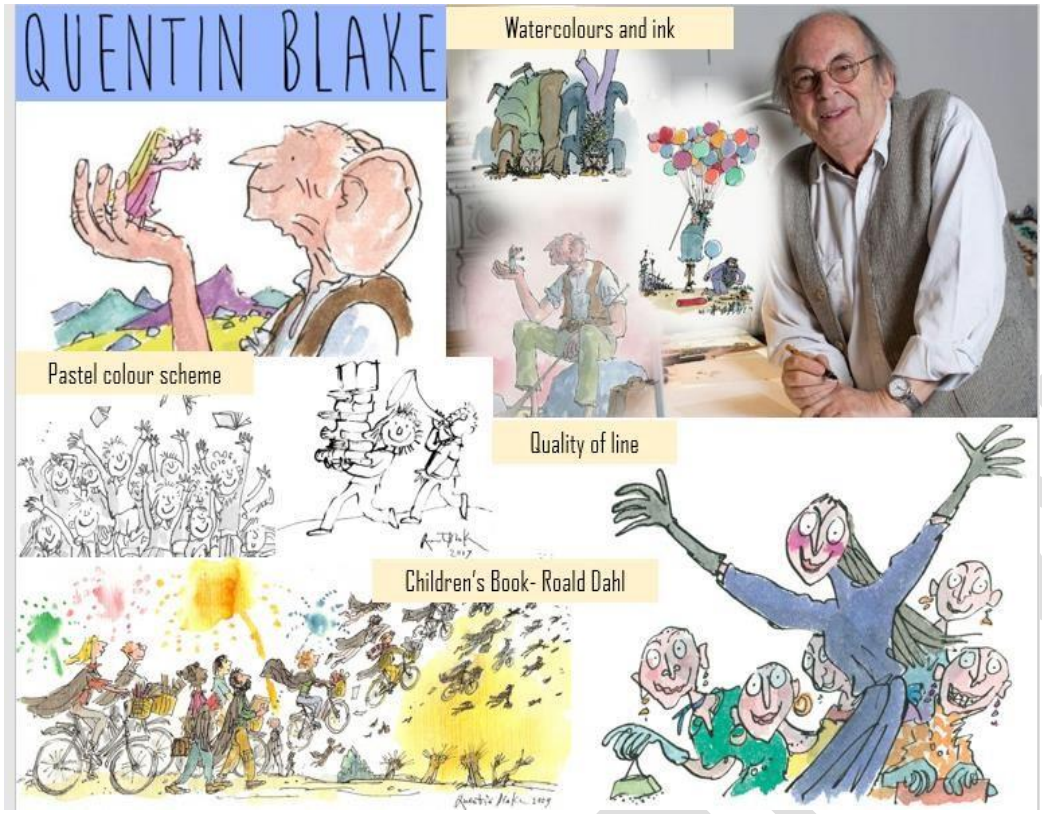
Slide 07



Without.vn

Learner 4 evidence (cont'd)

Slide 08

EQA commentary

Evidence consists of seven PowerPoint presentation slides.

In the first slide the learner explores the theme of 'illustration' providing a detailed summary with reference made to various processes, equipment and materials used to create different styles of illustration. The learner also considers the various purpose of illustrator work in industry. This is evidence of a deep understanding of the characteristics and design practice of their chosen theme.

The learner then explores the work of illustrators in visual form, creating a mood board. The mood board looks at the work of children's book illustrators such as Quentin Blake, Nick Sharratt and Beatrix Blake; before contrasting these with digital book illustrators such as Chip Kidd. The learner then looks at illustration as a form of portraiture and how illustrators are used in the advertising industry through posters. This piece of work provides evidence that the learner can confidently give examples of recognised graphic designers in a chosen discipline.

The learner then explores the work of Pablo Lobato, Jorge Alderete and Quentin Blake, creating a mood board with key words associated with the graphic elements for each. The learner also creates detailed written research and analysis, using three different sources in three different formats; a magazine article, a book and a gallery visit (making reference to the gallery's website). This provides evidence that the learner can communicate the main characteristics of design work within their chosen discipline, using a range of different sources from different formats to obtain information. The learner has also clearly stated throughout their work, which sources have the most value and why, in reference to illustration.

Grade awarded for this learning outcome – **Level 2 Distinction**.

Withdrawn

Unit 03 Responding to a graphic design brief (H/615/3953) – Level 1

Learning outcome 1

The learner will:

understand the requirements of a graphic design brief

The learner must know how to:

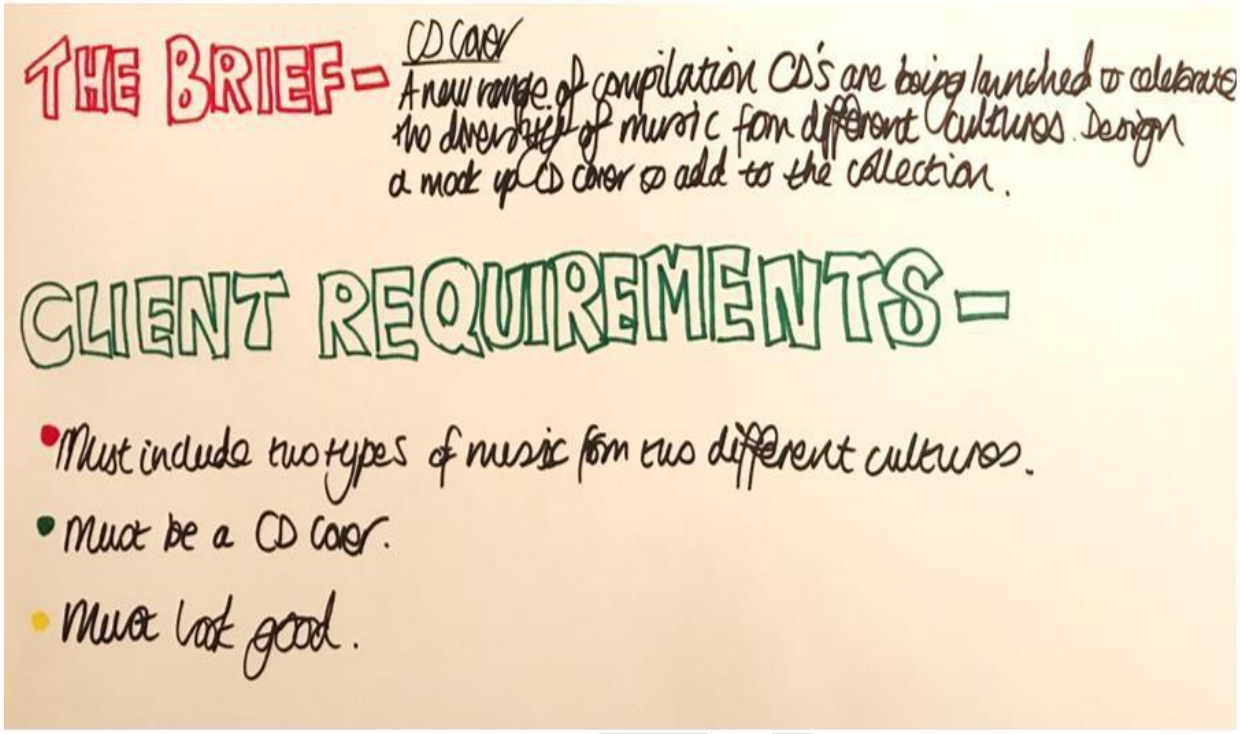
- respond to a brief
- develop ideas

Grading descriptors	Example
Pass: Makes general conclusions	Learners will make general conclusions about the requirements of the brief and will develop straightforward possible ideas. These may be inaccurate and not meet all of the requirements of the brief.
Merit: Makes simple conclusions	Learners will make simple conclusions about the requirements of the brief and will develop some straightforward and effective ideas. These may be inaccurate and not meet all of the requirements of the brief.
Distinction: Makes simple conclusions related to the brief	Learners will make simple conclusions about the requirements of the brief and will develop straightforward and effective ideas. These may be inaccurate in places, but most ideas meet the requirements of the brief.

Withdrawn

Learner 6 evidence

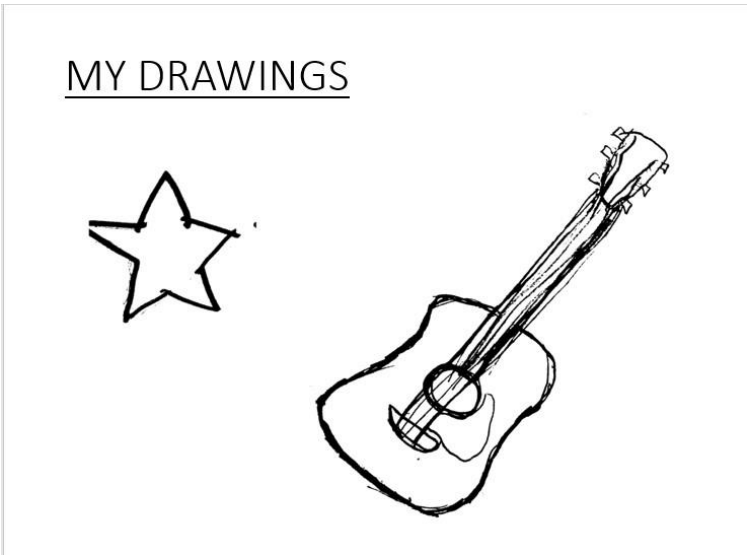
A3 sheet of card



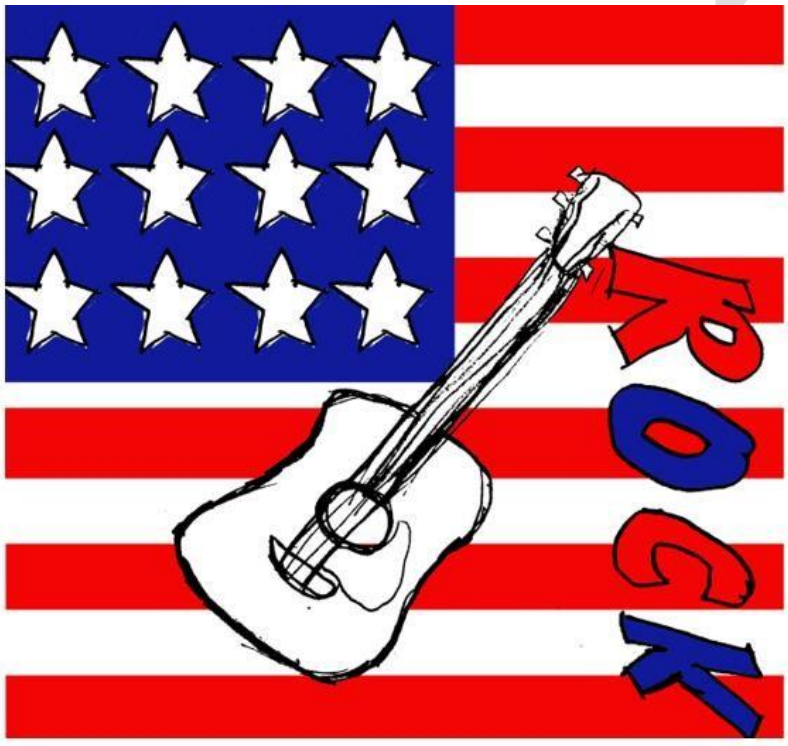
A3 drawing sheet 01

Learner 6 evidence (cont'd)

A3 drawing sheet 02



CD cover design



EQA commentary

The evidence submitted is an A3 sheet of card, two A3 drawing sheets and a digital CD cover design produced using Adobe Photoshop.

Unseen

In the first A3 sheet the learner has analysed the design brief, looking at the client requirements. This provides evidence that the learner can make some general conclusions about the requirements of the brief.

On the next two sheets the learner creates hand drawn text designs for a 'rock' music genre, adding colour with coloured pencils in an American colour scheme, using slightly different fonts. The learner has then completed a drawing of an acoustic guitar and a star to use within their design. This shows some understanding to their chosen American rock genre of music and therefore meets some of the requirements of the brief.

The learner then produces a design idea for a CD cover, using Adobe Photoshop to edit their earlier hand drawn designs. We can see in the design that the learner has chosen their best text design to edit and add colour to, and has created an American flag design to add as a background. This provides evidence that the learner has developed straightforward possible ideas. The learner's designs only focus on the genre of rock music and therefore do not meet all the requirements of the brief, which was to include a fusion of two types of music from different cultures.

Grade awarded for this learning outcome – **Level 1 Pass**.

To achieve a Level 1 Merit, the learner would need use their drawing ideas to develop more than one idea in response to the brief. The learner would also need to make simple conclusions from the requirements of the brief, rather than general ones. To achieve a Level 1 Distinction grade the learner would need to develop straightforward but effective ideas, the majority of which meet the requirements of the brief.

Withdrawn

Unit 03 Responding to a graphic design brief (F/615/3958) – Level 2

Learning outcome 1

The learner will:

understand the requirements of a graphic design brief

The learner must know how to:

- respond to a brief
- develop ideas

Grading descriptors	Example
Pass: Makes accurate conclusions based on some 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 all the 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 weighing up 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.

Withdrawn

Learner 7 evidence

Slide 01

Slide 02

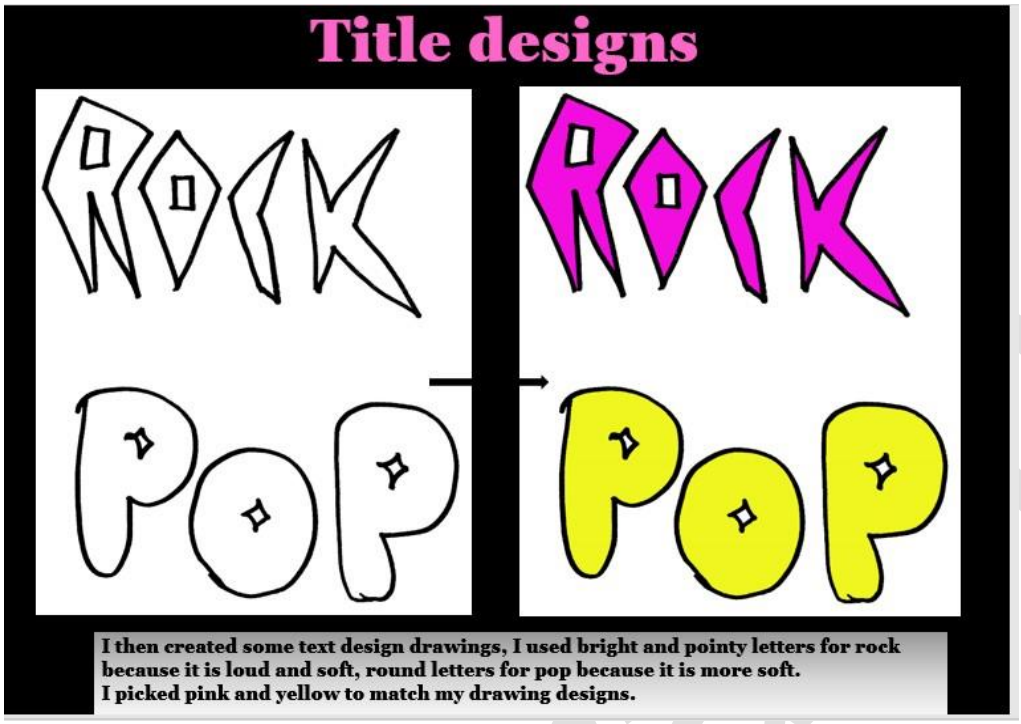
Learner 7 evidence (cont'd)

Slide 03

Slide 04

Learner 7 evidence (cont'd)

Slide 05


Title designs
ROCK
POP
ROCK
POP
I then created some text design drawings, I used bright and pointy letters for rock because it is loud and soft, round letters for pop because it is more soft.
I picked pink and yellow to match my drawing designs.

Withdrawn

Slide 06

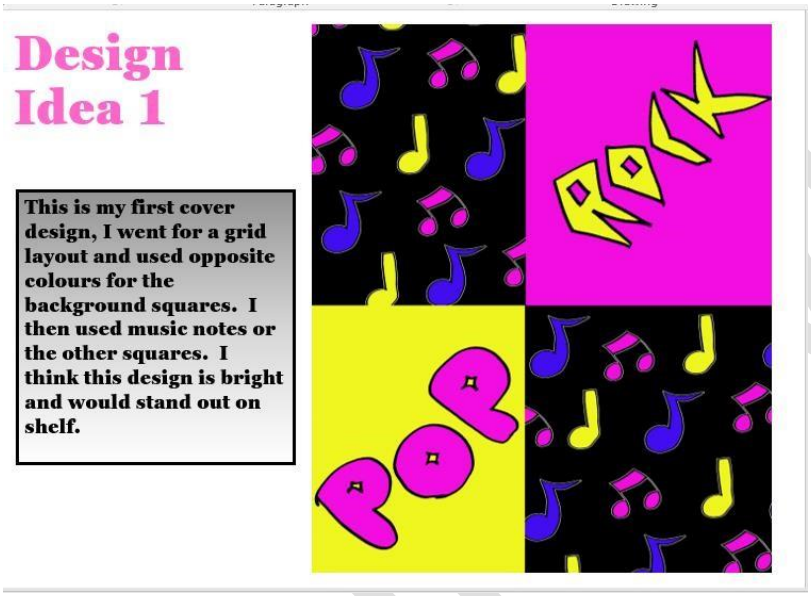
Background Design

I then used my colour music note and duplicated them lots of times to make a repeat pattern, I made the background black to suit my rock idea.

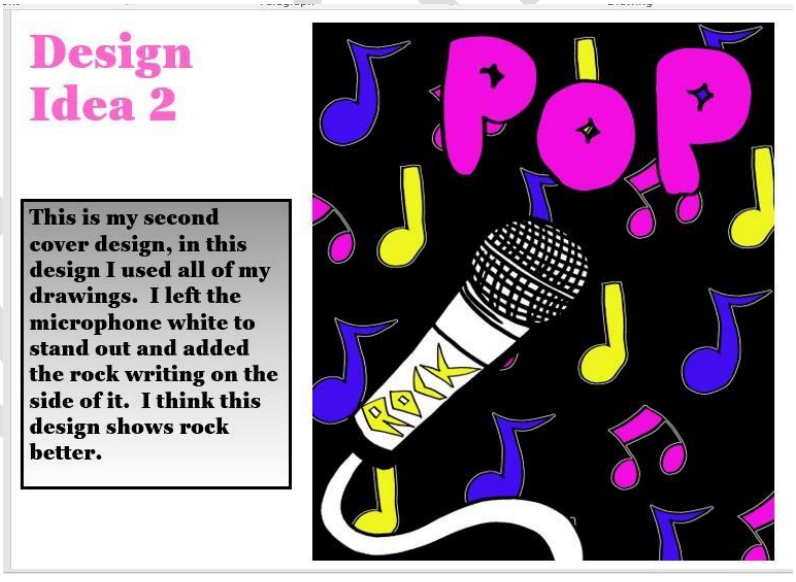
Without

Learner 7 evidence (cont'd)

Slide 07



Slide 08



Learner 7 evidence (cont'd)

Slide 09

EQA Commentary

The evidence submitted includes nine PowerPoint slides, which feature the learner's own drawings and design work produced using Adobe Photoshop.

In the first slide the learner analyses their design brief. This is evidence that the learner has understood the requirements of the brief. Their conclusions are clearly accurate but only take into account some of the client's requirements. This can be seen when the learner only mentions two different types of music, rather than two types of music from two different cultures, and doesn't acknowledge the need to fuse imagery together from both.

The learner then goes on to produce a mood board linking Rock and Pop music imagery, explaining why they have chosen these two types of music to merge in their designs. This again demonstrates some awareness of the requirements of the brief. The learner then produces drawings to use within their designs, however these are rather generic and don't clearly demonstrate visual links to their chosen type of music genres, although the learners' text designs show a difference in the style of font used to represent each music. The drawings are then edited using Adobe Photoshop to add colour.

The learner then produces a background design using their music note drawing and creates three different CD cover designs for their final CD. Each design is colourful and produced using the learners own drawings and are showing they are clearly developed in response to the brief. However, they are only based on some of the client's requirements, for example, the learner shows no cultural links to their chosen music genres.

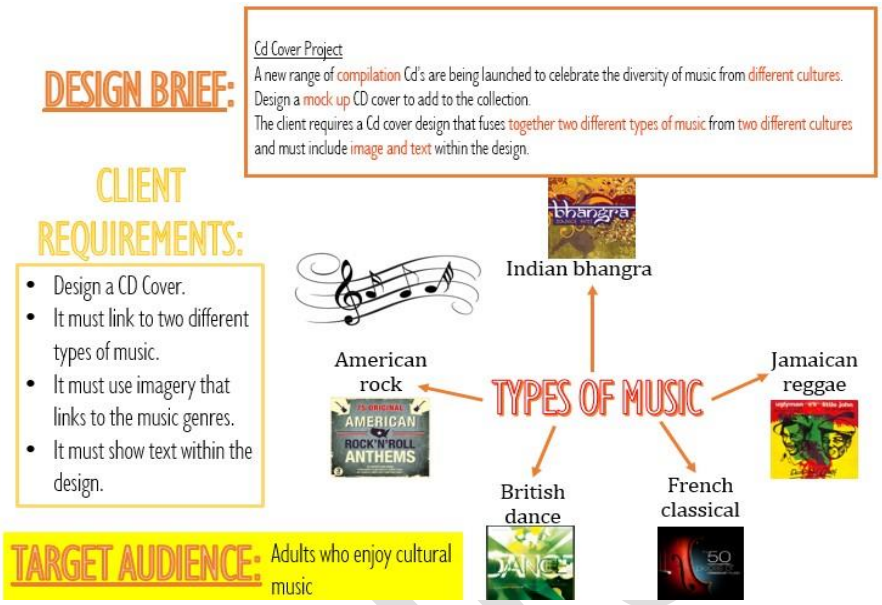
Grade awarded for this learning outcome – **Level 2 Pass**

To achieve a Level 2 Merit, the learner would need to take into consideration all of the requirements of the design brief and show this throughout all ideas produced.

Withdrawn

Learner 8 evidence

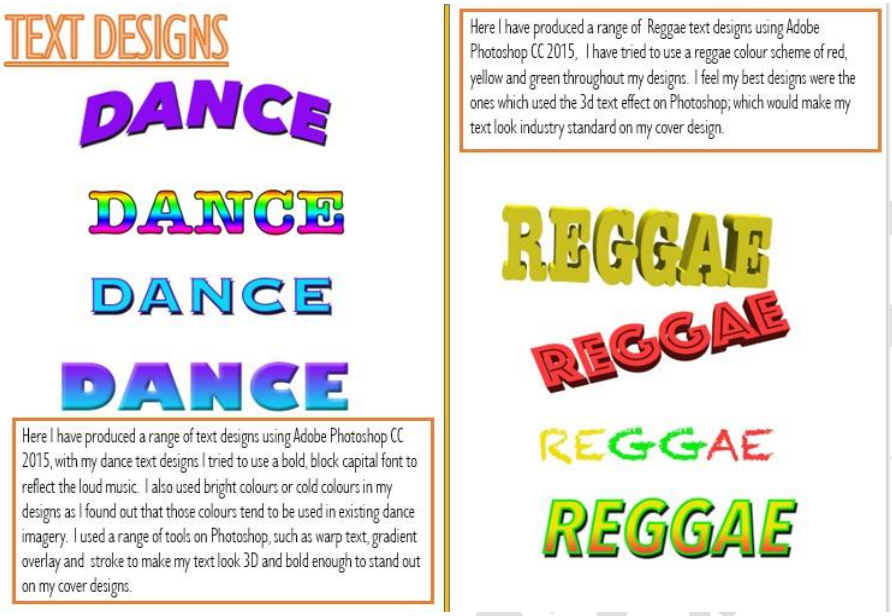
PowerPoint 01



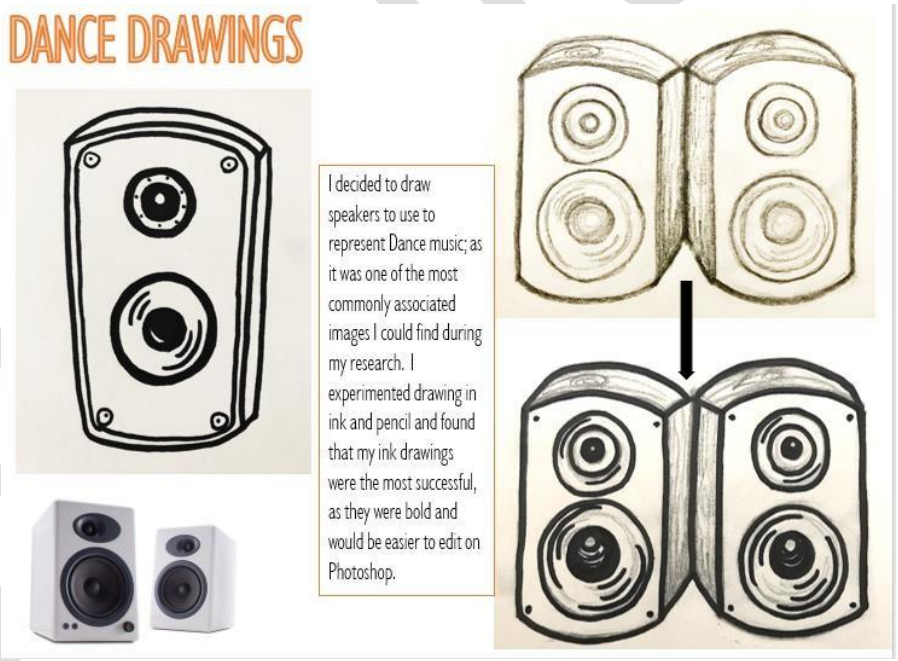
PowerPoint 02

Learner 8 evidence (cont'd)

PowerPoint 03

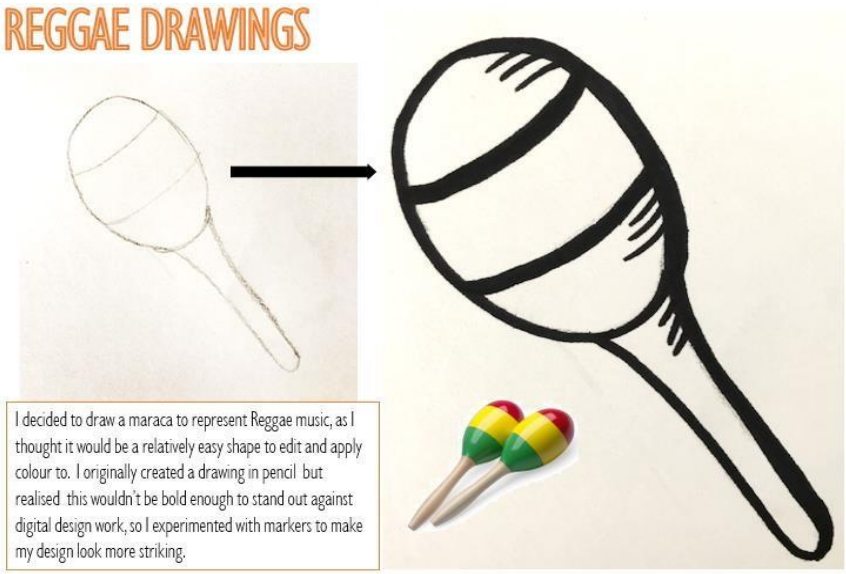


PowerPoint 04

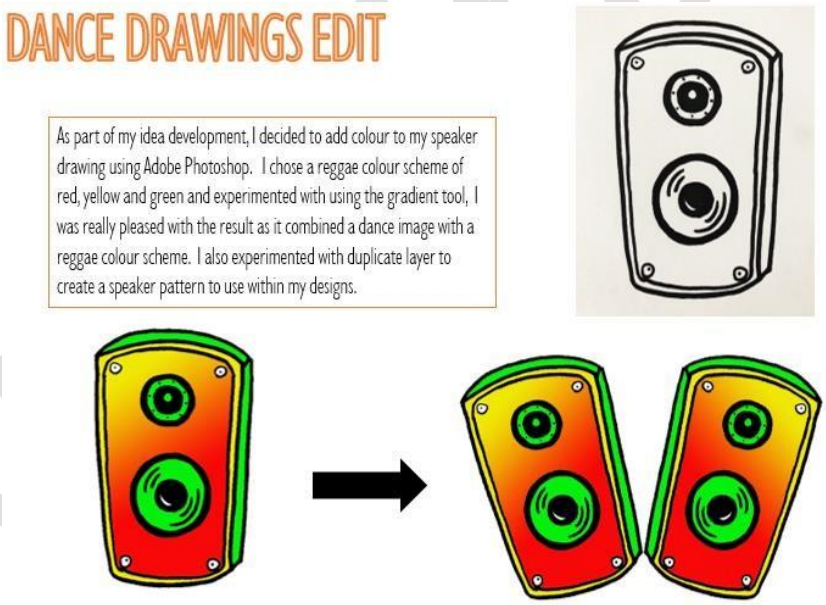


Learner 8 evidence (cont'd)

PowerPoint 05

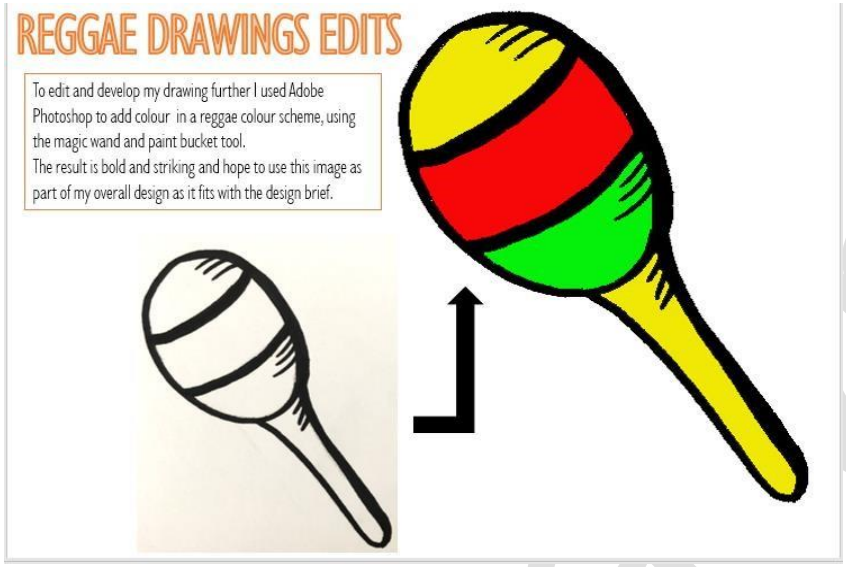


PowerPoint 06



Learner 8 evidence (cont'd)

Powerpoint 07



PowerPoint 08

Learner 8 evidence (cont'd)

PowerPoint 09

PowerPoint 10

Learner 8 evidence (cont'd)

PowerPoint 11

EQA commentary

The evidence submitted includes 11 PowerPoint slides, which feature the learner's own drawings and design work produced using Adobe Photoshop*.

In the first slide the learner analyses their design brief, demonstrating their understanding of its requirements in a creative way. They have underlined key words from the brief and clearly listed the client's requirements, with reference to their target audience; also listing possible types of music from a range of cultures they could use within their designs. This provides evidence that the learner has drawn clear, accurate conclusions from the design brief and that they have taken into account all of the client's requirements.

The learner then goes on to produce a mood board linking reggae and dance music imagery. They explain which types of musical instruments could be used to represent each genre, referring back to the design brief. This provides evidence of awareness of all of the requirements of the brief. The learner then produces drawings to use within their designs, linking them to each type of music. The imagery the learner has chosen to draw, are carefully considered and explained, before being edited on Adobe Photoshop. The learner demonstrates skill in doing this and annotates all development work to explain their ideas in reference to the brief.

The learner also produces detailed text designs for their CD cover designs, which provides evidence of a strong awareness of the brief. All ideas clearly link to the requirements of the client.

Finally, the learner produces several CD cover designs using their earlier developmental work. These designs are of a good standard, are well annotated and take into consideration all of the requirements of the brief.

Grade awarded for this learning outcome – **Level 2 Merit**

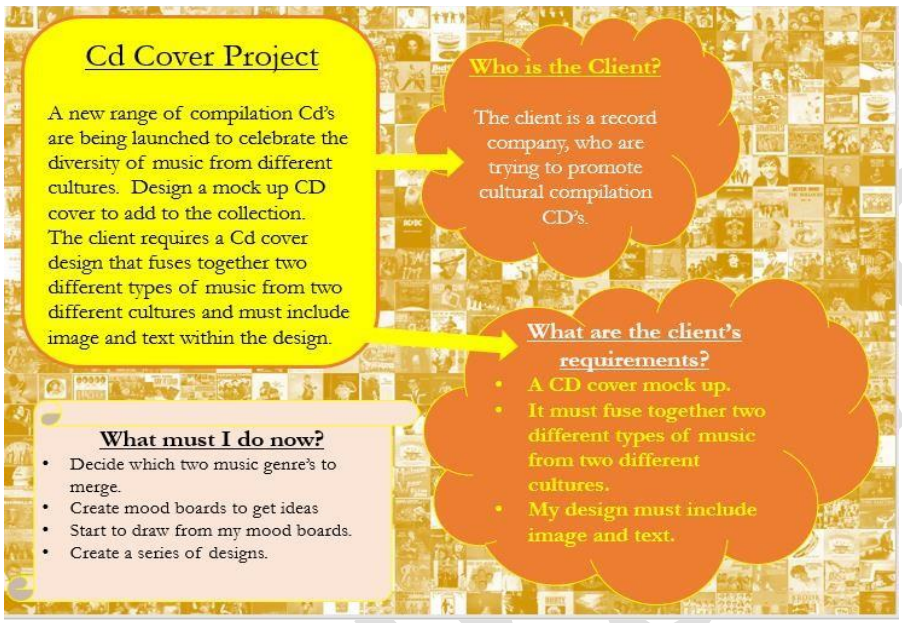
To achieve a Level 2 Distinction the learner would need to demonstrate they have effectively weighed up all of the client's requirements, by examining what has been asked of them. They would also need to ensure that their ideas developed in response to the brief have successfully resolved all of the client's requirements.

*The learner has chosen to use Adobe Photoshop, it is not a requirement.

Withdrawn

Learner 9 evidence

Slide 01



Slide 02

Learner 9 evidence (cont'd)

Slide 03

Slide 04

Learner 9 evidence (cont'd)

Experimentation board

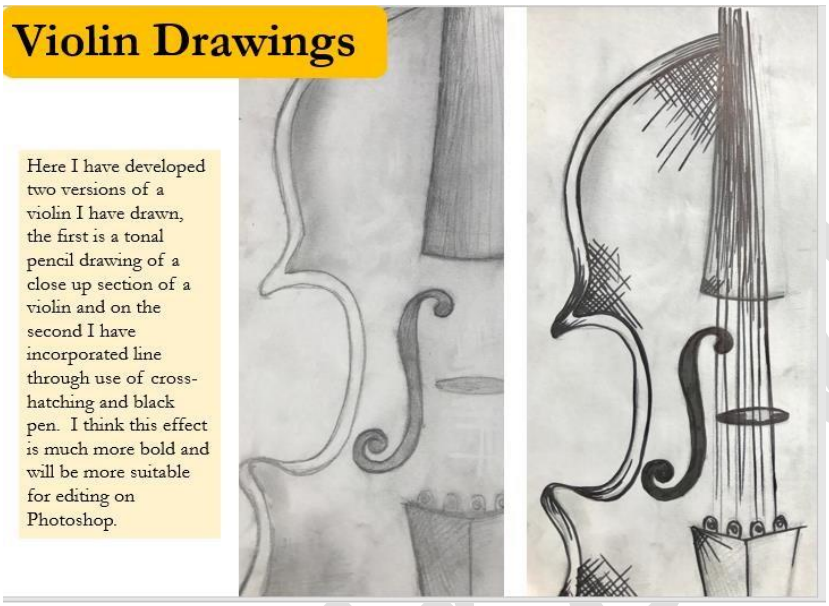
Withdrawn

experimentation
Pencil and Ink...
Continuous Line...
Typography...
As part of the development of my ideas, I have experimented with a range of materials and techniques, using Indian Bhangra and French Classical imagery as inspiration. I found that a hot colour scheme suited both genres and a violin was an easily recognisable image to use within my designs, perhaps combined with mehndi patterns.
INDIAN INSTRUMENTS:
• SARANGI
• SHEHNAI
• ZITHER
• TABLA

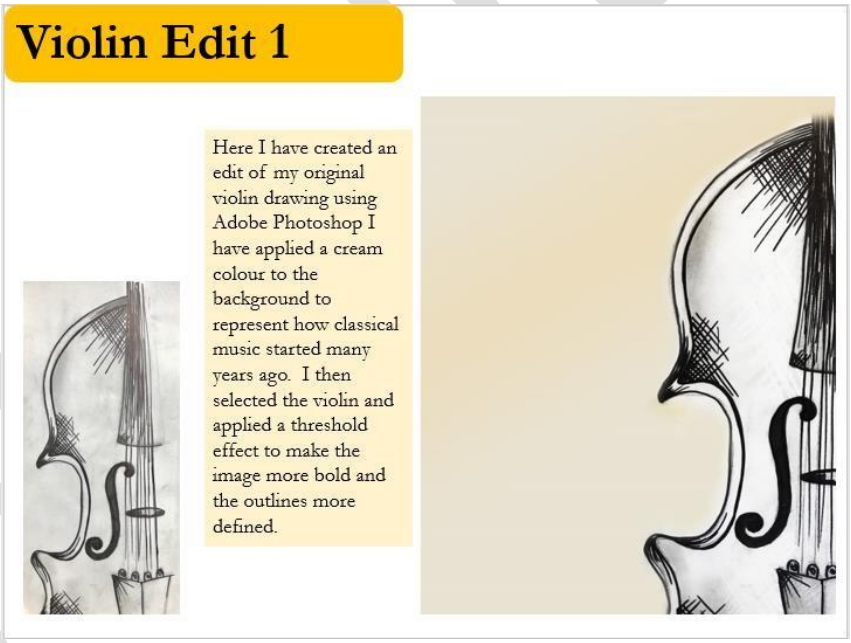
Withdrawn

Learner 9 evidence (cont'd)

Slide 05

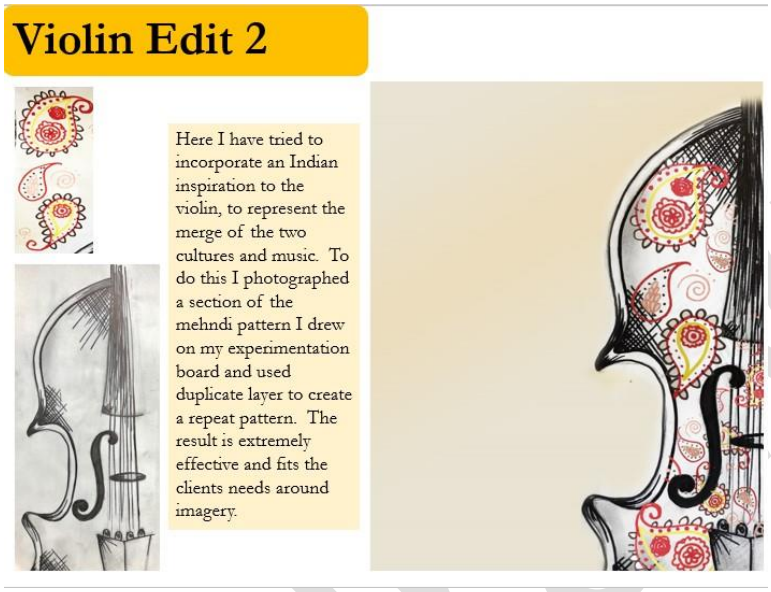


Slide 06

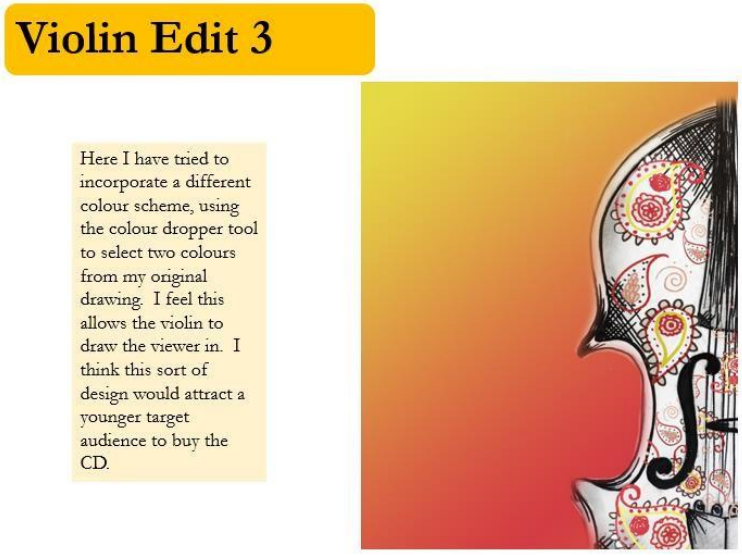


Learner 9 evidence (cont'd)

Slide 07

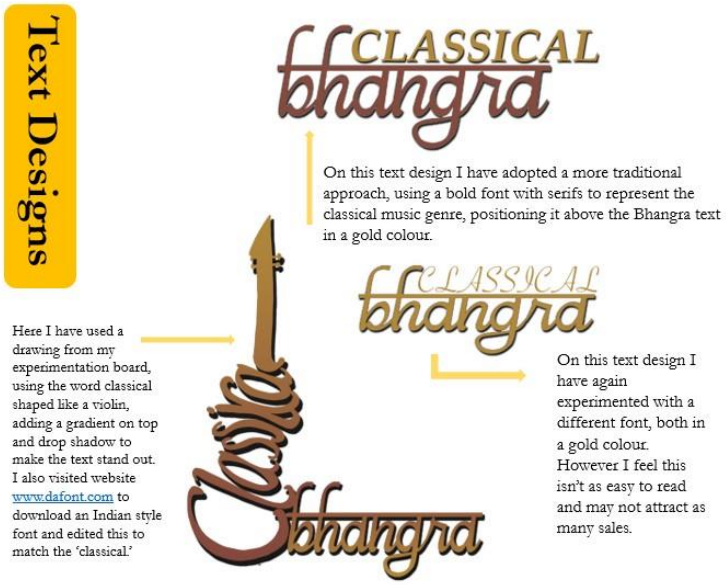


Slide 08

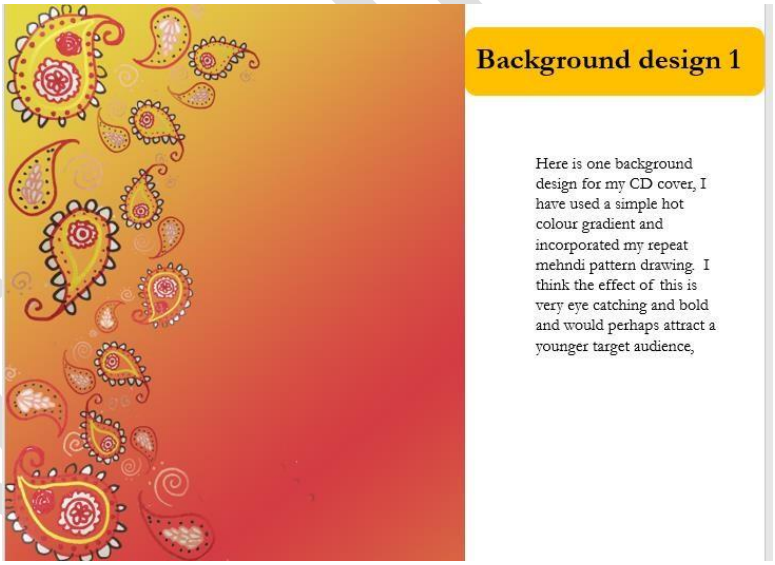


Learner 9 evidence (cont'd)

Slide 09

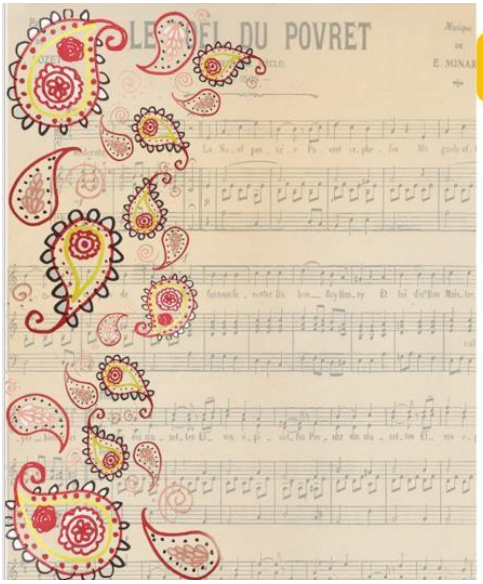


Slide 10



Learner 9 evidence (cont'd)

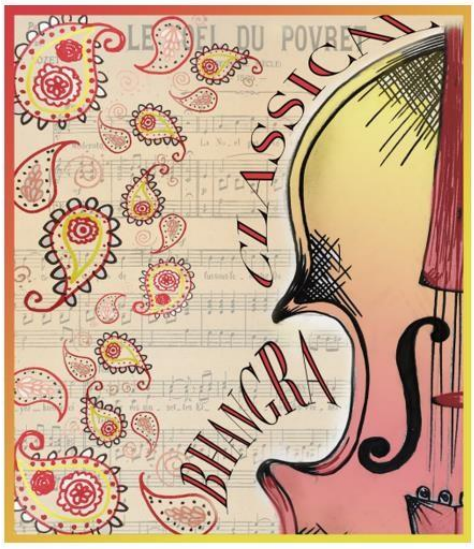
Slide 11



Background design 2

On this background design I have incorporated an image of French classical sheet music to create a contrast in imagery to represent the two types of music. Although the image is interesting I'm not sure it works as a whole.

Slide 12

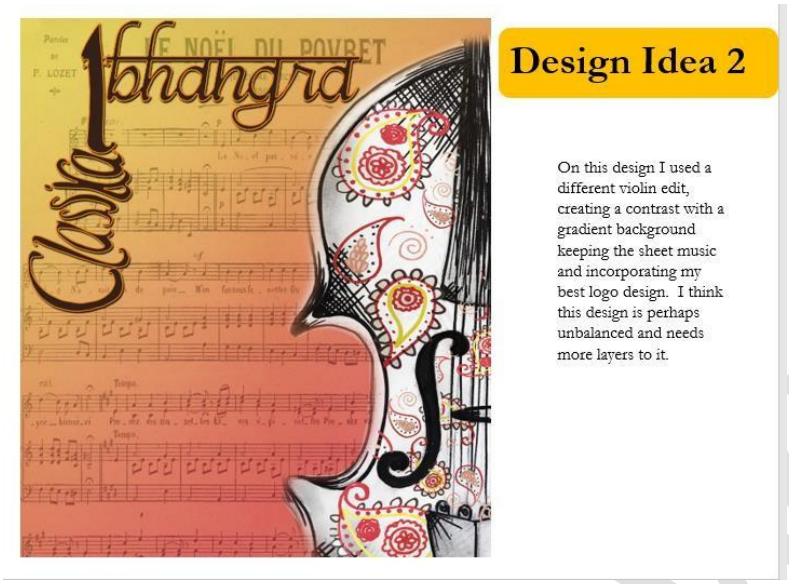


Design Idea 1

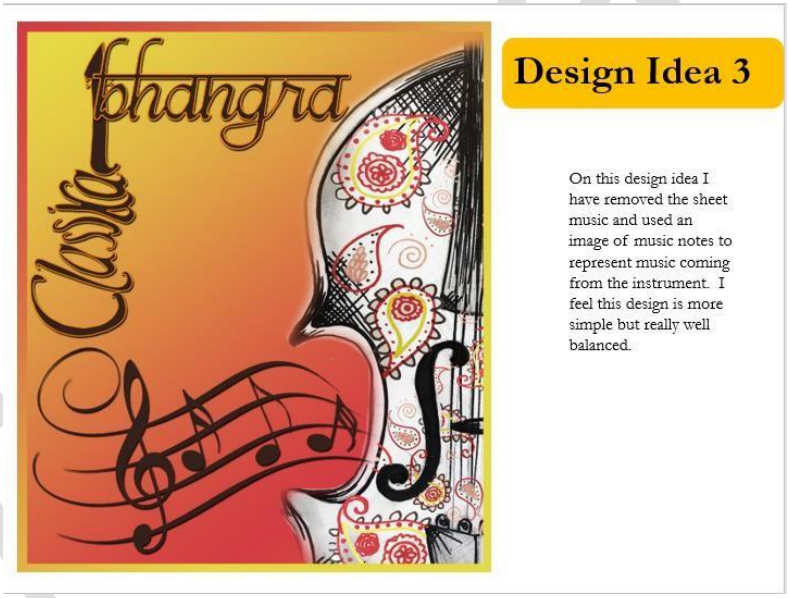
Here is my first cover design, I have used my sheet music background design and violin drawing, using colour overlay brushes on Photoshop to add more colour the overall image. I then used warp text to add a title to the CD. Although the colour scheme of the image works as a whole and this design fits the client requirements; I feel the composition is too cluttered and I hope to improve this throughout my designs.

Learner 9 evidence (cont'd)

Slide 13

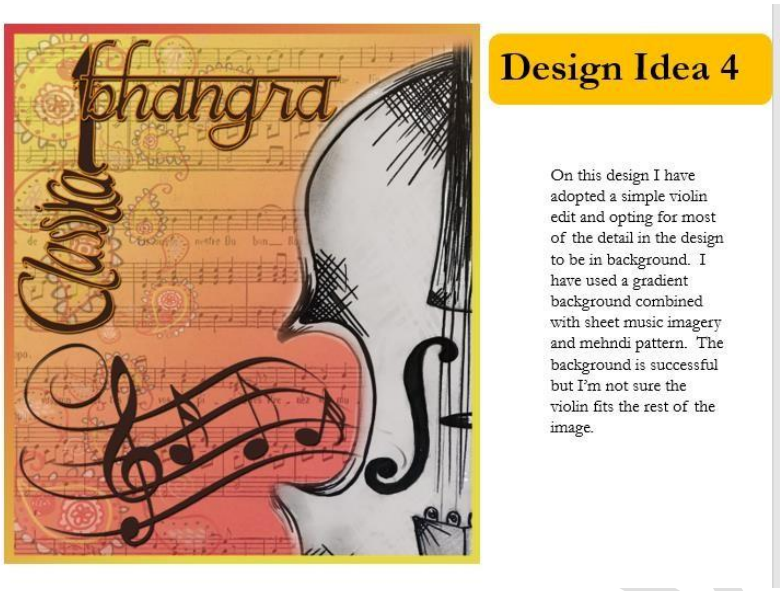


Slide 14

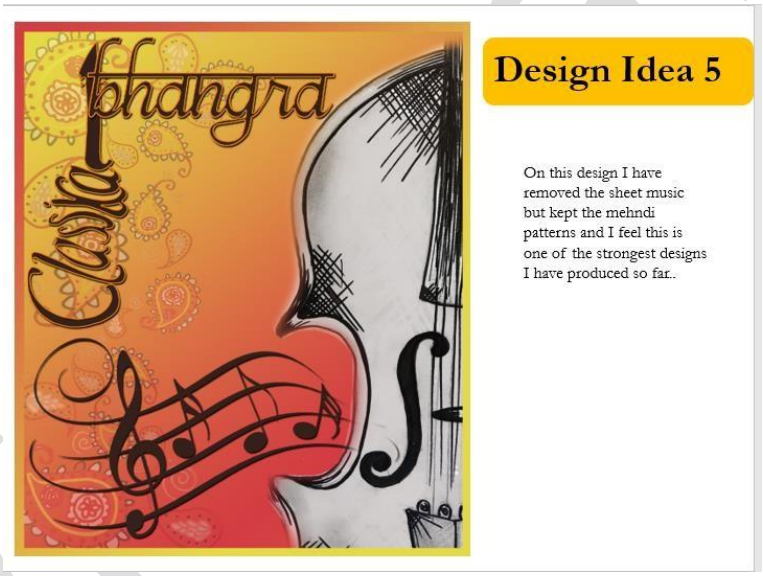


Learner 9 evidence (cont'd)

Slide 15



Slide 16



EQA commentary

The evidence submitted includes 16 PowerPoint slides and an A2 experimentation board, which feature the learner's own drawings and design work produced using Adobe Photoshop.

In the first slide the learner analyses their design brief, demonstrating they have examined the requirements of the brief by considering what they must do in order to fulfil the brief and client's needs fully. They have also considered who the client is to help them understand their requirements, demonstrating accurate conclusions and that they have effectively weighed up all of the client's requirements.

Using a spider diagram, the learner then considers which types of music to combine in their designs. They decide upon fusing French Classical music and Indian Bhangra music and produce a mood board for each. The learner then produces a large A2 sheet in which they successfully experiment combining french classical and Indian bhangra imagery through drawing. The learner experiments with several drawing techniques and typography, producing work of a high standard.

The learner also completes digital edits of the best of their drawings using Adobe Photoshop. All early designs developed in response to the brief successfully resolve all of the client's requirements, including their text designs, which are annotated to explain intentions.

The learner produces several background ideas and CD cover mock ups, which all resolve the client's requirements and are annotated to weigh up the requirements of the client; demonstrating an excellent awareness of the brief throughout. The learner also shows the ability to critically assess their work through the eyes of the client and the development of their ideas show a clear improvement throughout.

Grade awarded for this learning outcome – **Level 2 Distinction**.

Withdrawn