



167

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

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

Assessment window: Friday 28 January 2022 – Friday 04
March 2022

Paper number: P001397

Mark Scheme

V1.0 Pre-standardisation

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 penalising them for 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:

A01	Recall knowledge and show understanding	20%
A02	Apply knowledge and understanding	30%
A03	Analyse and evaluate knowledge and understanding	40%
A04	Evaluate graphic design decisions/aspects	10%

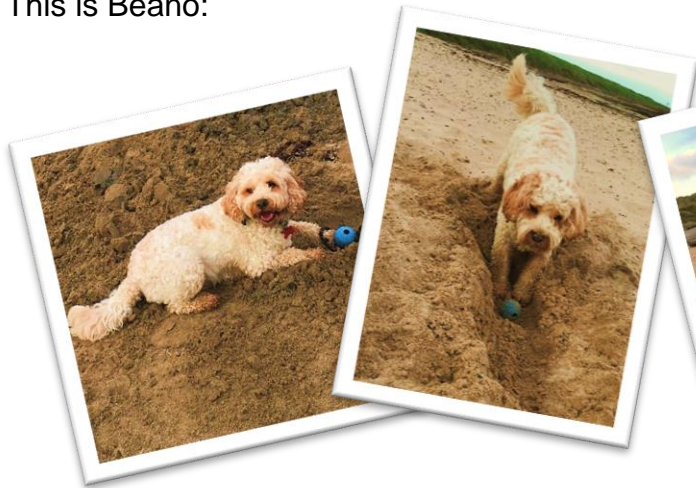
Project Brief

Dear Student

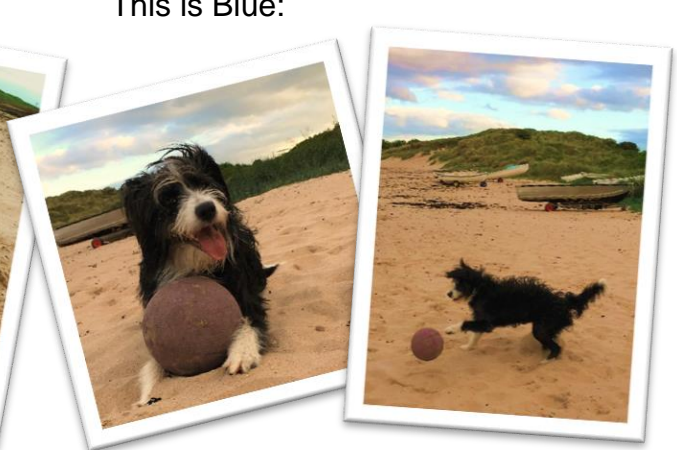
I am an author called Ren Rivera. I have recently written a series of stories based on my own two dogs, called Beano and Blue, who love to go on adventures.

The stories are aimed at children aged 5–8. I have provided some photos below of Beano and Blue so you can see what they look like.

This is Beano:



This is Blue:



These are photos taken on holiday and the inspiration for my first story, “Adventures of Beano and Blue: The Beach!”

As you can see, Beano’s favourite thing to do on the beach is dig and bury his ball in the sand. Blue’s favourite thing to do is to play football.

I would like to be able to launch the first story as a book that is available in paper format and in digital format.

Your task is to design a book cover for the paper and/or digital version of “Adventures of Beano and Blue: The Beach!”

The cover must be 20 cm in height x 25 cm in width and should include:

- the title: “Adventures of Beano and Blue: The Beach!”
- the author name: Ren Rivera
- imagery of Beano and Blue.

I would like the design to have:

- interesting typography, because it should appeal to the children’s imagination
- original and copyright free imagery, created by hand or by using digital techniques
- visual appeal for children aged 5–8.

You may combine the imagery and the typography. You can use the photos I have provided as **inspiration only**. I don't mind if you use the internet or other sources as inspiration, but your initial sketched ideas, experimentation and final design **must** be original and not use any work produced by others.

You **must** submit your initial graphic design ideas, experimentation, final design and conclusion. I want you to tell me why your design is suitable and how it meets the requirements of the brief.

Good luck, and I very much look forward to seeing your submissions!

Ren Rivera

Author

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

Task	Marking guidance	Total marks
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1	<p>Ren Rivera wants your initial ideas to show that you have considered all of the requirements of the brief.</p> <p>Ren would like to see how you have interpreted the brief. You must provide some initial graphic design ideas for the book cover design.</p> <p>Your response to the brief must include:</p> <ul style="list-style-type: none"> • your initial graphic design ideas • annotations of how your ideas will meet the requirements of the design brief for the book cover design. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 15%;">Marks</th> <th style="width: 75%;">Descriptors</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">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 style="text-align: center;">5</td> <td style="text-align: center;">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 all the requirements of the brief. </td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">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 style="text-align: center;">3</td> <td style="text-align: center;">7–9</td> <td> <ul style="list-style-type: none"> • Consistent link(s) between the requirements of the brief and first ideas. • Will be mostly accurate and meet some of the requirements of the brief. </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4–6</td> <td> <ul style="list-style-type: none"> • Satisfactory 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 style="text-align: center;">1</td> <td style="text-align: center;">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 all the requirements of the brief. 	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"> • Consistent link(s) between the requirements of the brief and first ideas. • Will be mostly accurate and meet some of the requirements of the brief. 	2	4–6	<ul style="list-style-type: none"> • Satisfactory 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>Use your initial ideas for the book cover 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. 	<p>27</p> <p>AO2=27</p>																					
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3	<p>You must produce your final work for the book cover ready to be presented to Ren Rivera.</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 • meet the requirements of the brief. 	<p>36</p> <p>AO3=36</p>																								
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4	<p>You must provide a conclusion to present to Ren Rivera about your graphic design and how the book cover meets the design brief.</p> <p>Your conclusion must include:</p> <ul style="list-style-type: none"> • the choices you made during the design process • the challenges you have faced • the processes you used to solve the challenges of the brief • the technical skills used to complete the design and meet the brief. 	<p>9</p> <p>AO4 =9</p>																					
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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