



# **NCFE Level 1/2 Technical Award in Graphic Design (603/7011/7)**

Examined assessment

Paper number: Past Paper

Date: Summer 2025

## **Mark Scheme**

v1.0 Post-Standardisation

Past paper

This Mark Scheme has been written by the assessment writer and refined, alongside the relevant questions, 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:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objectives (AOs) and total mark for each question.

## **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 after standardisation.
- 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 question, no matter how impressive the response might be.
- If you are in any doubt about the application of the Mark Scheme, you must consult with your team leader 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 bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band 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. You must also consider the relative weightings of the AOs, so as not to over / under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to compare exemplar learner responses to live responses, to decide if they are the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement that learners must cover all of the indicative content to be awarded full marks.

## Assessment objectives (AOs)

This unit requires learners to:

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| <b>AO1</b> | <b>Recall knowledge and show understanding.</b><br>The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.                |
| <b>AO2</b> | <b>Apply knowledge and understanding.</b><br>The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.                 |
| <b>AO3</b> | <b>Analyse and evaluate knowledge and understanding.</b><br>The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. |

The weightings of each AO can be found in the Qualification Specification.

| Q | Mark scheme | Total marks |
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**Section A**

**Total for this section: 20 marks**

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| <b>1</b> | <p><b>Which one of the following graphic design works would be created in the environmental sector?</b></p> <p><b>A</b> A business card for a financial advisor<br/> <b>B</b> A brochure for a travel agency<br/> <b>C</b> A mural for a recycling company<br/> <b>D</b> A social media graphic for a clothing sale</p> <p><b>Answer:</b> C – A mural for a recycling company</p>                             | <p><b>1</b><br/><b>AO1=1</b></p> |
| <b>2</b> | <p><b>Which one of the following types of graphic design work is needed to produce a logo?</b></p> <p><b>A</b> Cover artwork<br/> <b>B</b> Launch event<br/> <b>C</b> Social media<br/> <b>D</b> Visual identity</p> <p><b>Answer:</b> D – Visual identity</p>                                                                                                                                                | <p><b>1</b><br/><b>AO1=1</b></p> |
| <b>3</b> | <p><b>Which one of the following best describes an ‘illustrator of movement’?</b></p> <p><b>A</b> Animator<br/> <b>B</b> Artworker<br/> <b>C</b> Concept artist<br/> <b>D</b> Creative director</p> <p><b>Answer:</b> A – Animator</p>                                                                                                                                                                        | <p><b>1</b><br/><b>AO1=1</b></p> |
| <b>4</b> | <p><b>Identify two ways in which line can be used to create expression.</b></p> <p>Award <b>one</b> mark for a correct identification of how line can be used, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• colour (1)</li> <li>• number of lines (1)</li> <li>• line thickness (1)</li> <li>• spacing (1)</li> <li>• angle of line (include curved line) (1)</li> </ul> | <p><b>2</b><br/><b>AO1=2</b></p> |

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|              | <ul style="list-style-type: none"> <li>borders (1).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                     |
| <b>5</b>     | <p><b>Name two contrast principles that can be used when creating a graphic design image.</b></p> <p>Award <b>one</b> mark for a correct identification of a contrast principle, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>dark and light (1)</li> <li>thick and thin (1)</li> <li>large and small (1)</li> <li>traditional and contemporary (1)</li> <li>positive / negative space (1).</li> </ul>                                                                                                             | <p><b>2</b></p> <p><b>AO1=2</b></p> |
| <b>6 (a)</b> | <p><b>State what is meant by the term alignment in graphic design.</b></p> <p>Award <b>one</b> mark for a correct statement:</p> <ul style="list-style-type: none"> <li>the way in which text and other design elements are placed on a page to create an ordered appearance with visual connections (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>                                                                                                                                                                                | <p><b>1</b></p> <p><b>AO1=1</b></p> |
| <b>6 (b)</b> | <p><b>Explain how alignment could be used to present a home page for a company's website design.</b></p> <p>Award <b>one</b> mark for a correct explanation, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>Alignment will create a balanced / structured / connected / sharp outcome between elements of the home page (1) which will help to organise the home page / making it easier for the user to navigate / find what they are looking for (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>2</b></p> <p><b>AO2=2</b></p> |
| <b>7 (a)</b> | <p><b>Leaflets and flyers are types of marketing and advertising products that can be created by a graphic designer.</b></p> <p><b>Identify two other types of graphic design products that can be created for marketing and advertising.</b></p> <p>Award <b>one</b> mark for an identification, up to a maximum of <b>two</b> marks:</p>                                                                                                                                                                                                            | <p><b>2</b></p> <p><b>AO1=2</b></p> |

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|  | <ul style="list-style-type: none"> <li>• magazine / newspaper advertisements (1)</li> <li>• posters / banners / billboards (1)</li> <li>• brochures (1)</li> <li>• vehicle wraps (1)</li> <li>• infographic (1)</li> <li>• in-store signage / point of sale (1).</li> </ul> |  |
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| <b>7 (b)</b> | <p><b>Suggest how information included on leaflets and flyers can be used to promote a new business.</b></p> <p>Award <b>one</b> mark for a suggestion, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Leaflets and flyers are aimed at providing detailed information about the products / services offered (1), which can benefit the business by attracting new customers / clients (1).</li> <li>• Leaflets and flyers could show the corporate identity of the new business (1) and seeing these visual representations could make it more memorable for customers (1).</li> <li>• Leaflets and flyers can display information on promotions / special offers (1) which is a good way to encourage immediate action from customers (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>2</b></p> <p><b>AO3=2</b></p> |
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| <b>8 (a)</b> | <p><b>A logo is a graphic design element that needs to be considered on package designs.</b></p> <p><b>Identify three other graphic design elements that need to be considered for package designs.</b></p> <p>Award <b>one</b> mark for each correct identification, up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• clear wording (1)</li> <li>• humour (1)</li> <li>• colour (1)</li> <li>• font / typography (1)</li> <li>• white space (1)</li> <li>• messages / statements (1)</li> <li>• brand name (1)</li> <li>• barcode / QR code (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>3</b></p> <p><b>AO1=3</b></p> |
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| <p><b>8 (b)</b></p> | <p><b>Logos are used to promote products.</b></p> <p><b>Analyse one effective use of logos that a graphic designer would need to consider when promoting a product.</b></p> <p>Award <b>one</b> mark for an analysis point, up to a maximum of <b>three</b> marks.</p> <ul style="list-style-type: none"> <li>• Text used within a logo ensures potential customers can see who the company is (1) and they understand what the product is (1) which may encourage potential buyers / new buyers of the product (1).</li> <li>• Images used within a logo can promote brand awareness (1) which can enhance visibility of the product (1) so readers can connect with the product which could encourage sales / revenue (1).</li> <li>• The colour / design of logos should be eye-catching / professional (1) which can appeal to more customers (1) and could enhance the perceived value of the products (1).</li> </ul> <p><b>Award any other suitable response.</b></p> | <p><b>3</b></p> <p><b>AO3=3</b></p> |
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| Q | Mark scheme | Total marks |
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**Section B**

**Total for this section: 21 marks**

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| <b>9</b>  | <p><b>Which one of the following is a digital technical skill used in digital image creation?</b></p> <p><b>A</b> Environmental design<br/> <b>B</b> Freehand drawing<br/> <b>C</b> Scan resolution<br/> <b>D</b> Vector-based software</p> <p><b>Answer:</b> D – Vector-based software</p>                                                             | <p><b>1</b></p> <p><b>AO1=1</b></p> |
| <b>10</b> | <p><b>Which one of the following is important for client requirements in graphic design?</b></p> <p><b>A</b> Effective use of resources<br/> <b>B</b> Graphic designer needs<br/> <b>C</b> Minimal communication<br/> <b>D</b> Working inefficiently</p> <p><b>Answer:</b> A – Effective use of resources</p>                                           | <p><b>1</b></p> <p><b>AO1=1</b></p> |
| <b>11</b> | <p><b>Which one of the following is a type of graphic design brief?</b></p> <p><b>A</b> Commercial<br/> <b>B</b> Demographic<br/> <b>C</b> Hierarchy<br/> <b>D</b> Political</p> <p><b>Answer:</b> A – Commercial</p>                                                                                                                                   | <p><b>1</b></p> <p><b>AO1=1</b></p> |
| <b>12</b> | <p><b>A travel agency requires a new leaflet.</b></p> <p><b>They have provided images from a competitor's website they want included in the design.</b></p> <p><b>Give three potential issues of using copyright images from the competitor's website.</b></p> <p>Award <b>one</b> mark for each suggestion, up to a maximum of <b>three</b> marks.</p> | <p><b>3</b></p> <p><b>AO2=3</b></p> |

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|  | <ul style="list-style-type: none"> <li>they could be fined / prosecuted if they do not seek the necessary permission (1)</li> <li>they may lose trust / suffer reputational damage among their customers / stakeholders (1)</li> <li>the use of images from a competitor's website would be copyrighted / owned by someone else (1)</li> <li>the stock images could be purchased which may not align with their budget (1).</li> </ul> <p><b>Award any other suitable response.</b></p> |  |
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| <b>13 (a)</b> | <p><b>Demographics is a way of categorising a target audience.</b></p> <p><b>Identify one other category of target audience that could be used when completing a design brief.</b></p> <p>Award <b>one</b> mark for identifying a target audience:</p> <ul style="list-style-type: none"> <li>primary (1)</li> <li>secondary (1).</li> </ul> | <p><b>1</b></p> <p><b>AO1=1</b></p> |
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| <b>13 (b)</b> | <p><b>A music academy would like a poster to advertise a music event.</b></p> <p><b>The demographic for the music event is 18 to 25 year olds.</b></p> <p><b>Explain one way the music academy could consider the target audience within the poster.</b></p> <p>Award <b>one</b> mark for an explanation point, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>The music academy could tailor their visual elements to appeal to the age group of 18 to 25 years old by using vibrant colours / modern typography (1) that could resonate with the energetic and lively nature of this age group (1).</li> <li>The music academy can advertise on social media platforms / use advertising with hashtags / QR code that the target audience can share (1) which is popular among the targeted aged group and to reach their target audience more effectively (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>2</b></p> <p><b>AO2=2</b></p> |
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| 14 (a) | <p><b>Understanding the print size of graphic designs is a digital technical skill needed when preparing for final print.</b></p> <p><b>Identify three other digital technical skills that will need to be understood when preparing for final print.</b></p> <p>Award <b>one</b> mark for correctly identifying an understanding of a digital technical skill, up to a maximum of <b>three</b> marks.</p> <ul style="list-style-type: none"> <li>• scan resolution (1)</li> <li>• on-screen resolution (1)</li> <li>• print resolution (1)</li> <li>• mode: greyscale / red, green, blue (RGB) / cyan, magenta, yellow, black (CMYK) (1)</li> <li>• file size (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>3</b></p> <p><b>AO1=3</b></p> |
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| 14 (b) | <p><b>A music studio has approved their magazine front cover.</b></p> <p><b>The front cover is to be prepared for final print.</b></p> <p><b>Give three reasons why understanding the print size is important when preparing the magazine cover for final print.</b></p> <p>Award <b>one</b> mark for each reason, up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• knowing the final print size helps the music studio ensure the design fits properly within the size of the front cover (1)</li> <li>• helps maintain image quality of the front cover so it won't be blurry / pixelated to ensure sharp detail (1)</li> <li>• helps save resources like paper and ink, making the process more cost-effective for the music studio (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>3</b></p> <p><b>AO2=3</b></p> |
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| 15 (a) | <p><b>A graphic design studio has responded to a client's design brief.</b></p> <p><b>The design brief needs were:</b></p> <ul style="list-style-type: none"> <li>• <b>A1 sized colour poster (594 mm x 841 mm)</b></li> <li>• <b>include event date, time and location</b></li> <li>• <b>modern and eye-catching colour scheme.</b></li> </ul> | <p><b>3</b></p> <p><b>AO3=3</b></p> |
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**A summative evaluation includes identifying improvements.**

**Discuss** one improvement that the graphic design studio could make to the poster to ensure the client brief is met.

Award **one** mark for an analysis of an improvement, up to a maximum of **three** marks:

- the poster does not include information on the event date / time / location (1) which means the audience cannot get enough details about the event when scanning it (1) so adding these details may result in more participation at the event (1)
- the colour scheme used does not reflect summer / is not effective use of whitespace (1) which could cause confusion to the audience (1) resulting in miscommunication of the event (1)
- the images chosen could be improved by including actual images that represent the planned activities (1) which would appeal to the audience and their preferences (1) which will allow the audience to decide if they wish to attend (1)
- the size of the poster does meet the design brief requirements (1) however, this could be reduced to allow for less white space (1) which will then allow for the necessary information to be better considered (1).

**Accept any other suitable response.**

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| <p><b>15 (b)</b></p> | <p><b>The graphic design studio has completed their summative evaluation of the summer sports camp poster.</b></p> <p><b>State three ways the graphic design studio could use the outcome of the summative evaluation in future design work.</b></p> <p>Award <b>one</b> mark for each statement, up to a maximum of <b>three</b> marks.</p> <ul style="list-style-type: none"> <li>• to understand what worked well in their design process and what areas need improvement in future projects (1)</li> <li>• the studio can better tailor their designs to ensure that future projects are more aligned with client expectations (1)</li> <li>• to streamline their design process, making it more efficient / cost-effective in future work (1)</li> <li>• to identify areas where they can push the boundaries of their designs / encouraging more creative / innovative approaches in future projects (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>3</b></p> <p><b>AO2=3</b></p> |
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| Q | Mark scheme | Total marks |
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**Section C**

**Total for this section: 21 marks**

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| 16 | <p><b>Which one of the following is a principle of colour association in graphic design?</b></p> <p><b>A</b> Linear<br/> <b>B</b> Mood<br/> <b>C</b> Shape<br/> <b>D</b> Vector</p> <p><b>Answer:</b> B – Mood</p>                                                                                                                                   | <p><b>1</b></p> <p><b>AO1=1</b></p> |
| 17 | <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 0 auto; width: fit-content;">Graphic Design</div> <p><b>Which one of the following font characteristics has been used in the text above?</b></p> <p><b>A</b> Kerning<br/> <b>B</b> Modern<br/> <b>C</b> Pixel<br/> <b>D</b> Serif</p> <p><b>Answer:</b> D – Serif</p> | <p><b>1</b></p> <p><b>AO1=1</b></p> |
| 18 |  <p><b>Which one of the following graphic design outcomes is represented by the image shown above?</b></p> <p><b>A</b> Cartoon<br/> <b>B</b> Monoprint<br/> <b>C</b> Pattern<br/> <b>D</b> Stencil</p> <p><b>Answer:</b> A – Cartoon</p>                          | <p><b>1</b></p> <p><b>AO1=1</b></p> |

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| 19 (a) | <p><b>The use of patterns is a form of aesthetic visual language.</b></p> <p><b>Identify two other forms of aesthetic visual language.</b></p> <p>Award <b>one</b> mark for identifying a form of visual language, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• shapes (1)</li> <li>• textures (1)</li> <li>• colour (1).</li> </ul> | <p><b>2</b></p> <p><b>AO1=2</b></p> |
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| 19 (b) | <p><b>A graphic designer has received a brief from a band to produce an album cover design.</b></p> <p><b>Explain how patterns could be used by the graphic designer to support the aesthetics of the album cover design.</b></p> <p>Award <b>one</b> mark for an explanation, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Patterns can be used to create hierarchy / movement / unity (1) which can simulate texture giving the album covering a dynamic feel (1).</li> <li>• Patterns can guide the viewer's eye to key elements of the album (1) which allows the patterns to naturally lead the viewer's attention to the focal points (1).</li> <li>• Patterns can convey the mood or theme of the album (1) which could allow for possible feelings to be evoked (1).</li> </ul> <p><b>Accept any other suitable responses.</b></p> | <p><b>2</b></p> <p><b>AO2=2</b></p> |
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| 20 (a) | <p><b>Chloe is planning an advertising campaign for a new soft drink.</b></p> <p><b>She wants to produce a mind map at the start of the project.</b></p> <p><b>Explain how mind maps can be used to organise Chloe's ideas for the advertising campaign.</b></p> <p>Award <b>one</b> mark for an explanation, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• Mind maps help to organise / structure different parts of the campaign visually for the soft drink (1), which helps Chloe understand how everything will be connected to advertise the soft drink (1).</li> </ul> | <p><b>2</b></p> <p><b>AO2=2</b></p> |
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|  | <ul style="list-style-type: none"> <li>• Mind maps help Chloe identify / highlight key concepts for the campaign (1) which will help to narrow down the focus of the campaign (1).</li> </ul> <p><b>Accept any other suitable responses.</b></p> |  |
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| <b>20 (b)</b> | <p><b>Chloe has created first sketches for the advertising campaign of the new soft drink.</b></p> <p><b>Explain why refinement of first sketches for this advertising campaign is important as part of design development.</b></p> <p>Award <b>one</b> mark an explanation, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• Refinement of first sketches allows Chloe to translate abstract ideas from the first sketches into visual concepts (1) her sketches could explore different ways to represent that feeling through imagery of ice / bubbles / natural elements like fruits and water droplets (1).</li> <li>• Refinement of first sketches allows Chloe to experiment with different layouts / typography / positioning of key elements (1) which will help Chloe choose what will work best for communicating the core message effectively / making it visually appealing (1).</li> </ul> <p><b>Accept any other suitable responses.</b></p> | <p><b>2</b></p> <p><b>AO2=2</b></p> |
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| <b>21 (a)</b> | <p><b>A Curriculum Vitae (CV) and face to face networking are forms of self-promotion.</b></p> <p><b>Identify two other forms of self-promotion a logo designer could use.</b></p> <p>Award <b>one</b> mark for a correct identification of a form of self-promotion, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• social media (1)</li> <li>• website (1)</li> <li>• blogs (1)</li> <li>• online (1)</li> <li>• business cards (1).</li> </ul> | <p><b>2</b></p> <p><b>AO1=2</b></p> |
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| 21 (b) | <p><b>Suggest two ways a CV could increase a logo designer's career opportunities.</b></p> <p>Award <b>one</b> mark for a suggestion, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>allows the logo designer to present themselves professionally / competitively and highlight their education (1)</li> <li>work experience within the CV will demonstrate their logo skills / knowledge / capabilities within the graphic design industry (1)</li> <li>a CV can begin with a strong personal statement that reflects who the logo designer is by highlighting their unique skills / passion for logo design (1)</li> <li>a logo designer's CV can incorporate their own corporate identity into their work which will showcase strong skills to potential clients which could gain them a competitive advantage over other logo designers (1)</li> <li>online CVs can include links to relevant showcases of the logo designer's design work to make it easier for potential clients to assess their suitability for work (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>2</b></p> <p><b>AO2=2</b></p> |
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| 22 | <p><b>A freelance artworker plans to self-promote through face to face networking.</b></p> <p><b>Discuss how face to face networking could help the freelance artworker to self-promote.</b></p> <p>Award <b>one</b> mark for a discussion point, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>provides opportunities to form a rapport / trust (1) which could give an edge over others who have only engaged online which gives them more opportunity for work (1).</li> <li>provide the advantage of real-time feedback on the artworker's portfolio or ideas (1) as this immediate response can be valuable, offering insights that can help improve the artist's work (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>2</b></p> <p><b>AO3=2</b></p> |
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| 23 (a) | <p><b>Valley Council need invitations and posters to promote their annual charity event.</b></p> <p><b>They have requested a colour scheme of red and gold. Their logo must be included.</b></p> | <p><b>2</b></p> <p><b>AO2=2</b></p> |
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|  | <p><b>Suggest what could be considered for the communication of ideas at an ongoing review meeting.</b></p> <p>Award <b>one</b> mark for a suggestion, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• information about the event will provide important details (1) which will ensure accuracy of the content of the invitations and posters (1)</li> <li>• is the placement / positioning of the logo incorporated correctly (1) as this would ensure company guidelines have been followed (1)</li> <li>• has the chosen colour scheme of red and gold been effectively applied in the design ideas (1) to ensure the correct image is being portrayed to the reader (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> |  |
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| 23 (b) | <p><b>Valley Council only have a small budget to produce the final design outcomes for the invitations and poster.</b></p> <p><b>Suggest why the effective use of resources is important as part of the ongoing review meeting.</b></p> <p>Award <b>one</b> mark for a suggestion, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• The client may express concerns about exceeding the allocated budget for the charity event design (1) so they can review the budget together and identify areas where cost-saving measures can be used without compromising the overall design (1).</li> <li>• Present all materials used in the design project, emphasising how they were selected to be cost-effective for the charity (1) to highlight the quality / durability of materials selected and demonstrate how they contribute to the appeal of the design (1).</li> <li>• Review the project timescale, showing key milestones achieved within the allocated timeframe (1) which will address any challenges / delays encountered during the project and discuss how they were managed to minimise impact of costs (1).</li> </ul> <p><b>Accept any other suitable response.</b></p> | <p><b>2</b></p> <p><b>AO3=2</b></p> |
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| Q | Mark scheme | Total marks |
|---|-------------|-------------|
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Section D

Total for this section: 18 marks

| 24   | <p>The poster below has been designed to promote a music event.</p> <p>The client brief required the designer to emphasise the use of typography to promote the event.</p>  <p>Analyse the effectiveness of the typography used in the poster to promote the music event. Consider the characteristics of:</p> <ul style="list-style-type: none"> <li>• fonts</li> <li>• styles</li> <li>• letterforms.</li> </ul> <p>You should include reasoned judgements in your response.</p> <table border="1"> <thead> <tr> <th>Band</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> <p><b>AO3 – excellent</b> analysis of the effectiveness of the use of typography that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications of how the typography has been included in the design that is <b>comprehensive</b>, <b>highly detailed</b> and <b>valid</b> throughout.</p> <p><b>AO2 – excellent</b> application of knowledge and understanding of the use of typography applied that is <b>highly detailed</b> and <b>fully relevant</b>. <b>Highly appropriate</b> connections between the use of</p> </td></tr> </tbody> </table> | Band                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mark | Descriptor | 3 | 7 to 9 | <p><b>AO3 – excellent</b> analysis of the effectiveness of the use of typography that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications of how the typography has been included in the design that is <b>comprehensive</b>, <b>highly detailed</b> and <b>valid</b> throughout.</p> <p><b>AO2 – excellent</b> application of knowledge and understanding of the use of typography applied that is <b>highly detailed</b> and <b>fully relevant</b>. <b>Highly appropriate</b> connections between the use of</p> | <p>9</p> <p>AO1=3<br/>AO2=3<br/>AO3=3</p> |
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| Band | Mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |            |   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                           |
| 3    | 7 to 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>AO3 – excellent</b> analysis of the effectiveness of the use of typography that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications of how the typography has been included in the design that is <b>comprehensive</b>, <b>highly detailed</b> and <b>valid</b> throughout.</p> <p><b>AO2 – excellent</b> application of knowledge and understanding of the use of typography applied that is <b>highly detailed</b> and <b>fully relevant</b>. <b>Highly appropriate</b> connections between the use of</p> |      |            |   |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                           |

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|  |          |               | <p>typography and the outcomes of the poster have been applied.</p> <p><b>AO1 – excellent</b> recall of knowledge and understanding of use of typography which is <b>accurate</b> and <b>detailed</b>.</p> <p>The response is coherent and clear throughout and uses <b>fully</b> appropriate subject-specific terminology.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|  | <b>2</b> | <b>4 to 6</b> | <p><b>AO3 – good</b> analysis of the effectiveness of the use of typography that is <b>mostly comprehensive</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications of how the typography used has been included in the design that are <b>mostly comprehensive, mostly detailed</b> and <b>mostly valid</b> throughout.</p> <p><b>AO2 – good</b> application of knowledge and understanding of the use of typography is applied that is <b>mostly detailed</b> and <b>relevant</b>. <b>Mostly appropriate</b> connections between the use of typography and the outcomes of the poster have been applied.</p> <p><b>AO1 – good</b> recall of knowledge and understanding of the use of typography which is <b>mostly accurate</b> and <b>mostly detailed</b>.</p> <p>The response is <b>mostly</b> coherent and clear throughout and uses <b>mostly</b> appropriate subject-specific terminology.</p> |  |
|  | <b>1</b> | <b>1 to 3</b> | <p><b>AO3 – limited</b> analysis of the effectiveness of the use of typography with <b>limited detail</b> and <b>limited relevance</b>. Supported with <b>limited</b> justifications of how the use of typography has been included in the design that are <b>minimal in detail</b> and <b>mostly superficial</b> throughout.</p> <p><b>AO2 – limited</b> application of knowledge and understanding of the characteristic of typography applied that has <b>minimal detail</b> and is <b>mostly superficial</b> with <b>limited relevance</b>. <b>Limited appropriate</b> connections between the use of typography and the outcomes of the poster have been applied.</p> <p><b>AO1 – limited</b> recall of knowledge and understanding of the characteristics of typography which has <b>minimal accuracy</b> and <b>very little detail</b>.</p>                                                                       |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>0</b> | No rewardable material                                                                                      |
| <p>Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.</p> <p>It is not a requirement that the learners formulate a response specifically against each AO as laid out in the indicative content.</p> <p><b>Indicative content</b></p> <p><b>AO1</b> – learners will recall knowledge and understanding of the characteristics of fonts, styles and letterforms (use of typography), which may include the following:</p> <p><b>Characteristics of fonts:</b></p> <ul style="list-style-type: none"> <li>• sans serif has the absence of decorative strokes at the end of the main stroke of each letter, ‘sans’ means without</li> <li>• hierarchy is the visual arrangement of text elements to indicate their level of importance or organisational structure within a design</li> <li>• leading is a term that refers to the vertical space between lines of text</li> <li>• tracking refers to the adjustment of spacing between characters in a block of text known as ‘letter spacing’</li> <li>• kerning is an adjustment of space between individual characters in a font known as a precision adjustment.</li> </ul> <p><b>Characteristics of font styles:</b></p> <ul style="list-style-type: none"> <li>• display – used for their distinctive and attention-grabbing design</li> <li>• modern – is a clean and minimalistic design with a focus on simplicity of colour</li> </ul> <p><b>Characteristics of letterforms:</b></p> <ul style="list-style-type: none"> <li>• shape – widely based on the designer’s creativity and the specific design goals</li> <li>• colour – to strike a balance between creativity and readability to effectively deliver the intended message</li> </ul> <p><b>AO2</b> – learners will apply knowledge and understanding of characteristics of the fonts, styles and letterforms (use of typography) within the poster, that may include the following:</p> <p><b>Characteristics of fonts:</b></p> <ul style="list-style-type: none"> <li>• Sans serif has a clean and modern appearance due to the simple and straightforward designs, making them well-suited for displays, logos and contemporary designs.</li> </ul> |          |                                                                                                             |

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|  | <ul style="list-style-type: none"> <li>• Hierarchy is achieved through various features including size / weight / style / spacing / alignment / placement which will guide the viewer's attention and enhance the overall readability and visual appeal of the design.</li> <li>• Leading is an adjustment of the line spacing of the font which can impact the overall look and feel of a block of text, allowing for more comfortable reading or creating a more compact appearance.</li> <li>• Tracking involves either the tracking being increased for the letters to be spaced further apart or decreased to bring them closer together making the font appear to be more readable.</li> <li>• Kerning creates a balanced and visually pleasing overall appearance of the text.</li> </ul> <p><b>Characteristics of font styles:</b></p> <ul style="list-style-type: none"> <li>• Display styles are typically used for exhibit, creative and decorative features that are chosen to make a bold statement which will suggest a specific mood or theme in a design.</li> <li>• Modern styles have features of straight / plain lines and have a contemporary feel allowing them to be widely used in various design contexts offering a sleek and sophisticated appearance.</li> </ul> <p><b>Characteristics of letterforms:</b></p> <ul style="list-style-type: none"> <li>• Shape can consist of stylised elements, for example, in proportion / creative / contrast / variations / experimental / contextual which can demonstrate an individualised look.</li> <li>• Colour can create an effective design that includes highlights / patterns / colour harmony / multicolours / responsive and personalised colour schemes, which can make a poster visually appealing / impactful and is essential for conveying the intended message.</li> </ul> <p><b>A03</b> – learners will analyse the effectiveness of the characteristics of fonts, styles and letterforms (use of typography) within the poster, that may include the following:</p> <p><b>Characteristics of fonts:</b></p> <ul style="list-style-type: none"> <li>• The use of sans serif fonts / text has been used effectively within the poster based on the size / colour / composition which attracts the viewers and grasps their attention in a clear manner.</li> <li>• Fonts from the 1980s and 1990s have been used to signify the type of music that will be played at the event.</li> <li>• The shape / size / colour used within the poster is varied throughout with the use of capital letters / hierarchy to communicate the event / type of event.</li> <li>• Central positioning of the wording 'classic' draws attention to the poster.</li> <li>• Timing / DJ information is clearly positioned and draws the reader's eyes to this information with it being shown in a text box.</li> <li>• The white space has been considered to allow for the information to be displayed effectively / in harmony / evenly balanced.</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>The poster has a uniformed look (use of kerning, leading and tracking) to allow the audience to get the information in a manner that is quick and effective.</li> </ul> <p><b>Characteristics of font styles:</b></p> <ul style="list-style-type: none"> <li>The display font styles have been used to emphasise key information, for example bold has been used in the word 'disco' which is centrally positioned on the poster and includes a lower case 'i', which draws the viewer's eyes to what the music event is.</li> <li>There is a good mix of colours making the poster attractive and this aligns with the type of event being advertised.</li> <li>The fonts used are modern which is typical of the 1980s and 1990s and so will attract the target audience.</li> <li>The mixture of bold fonts used by the designer to communicate to the audience key information for example the music genre / event type / era which creates a mood / theme.</li> </ul> <p><b>Characteristics of letterforms:</b></p> <ul style="list-style-type: none"> <li>Different style letterforms have been used by the designer to emphasise key information such as the event type / genre.</li> <li>Different colours have been used for the letterforms to create a sense of variety.</li> <li>Contrasting backgrounds have been used to show the time / DJs and special guests to communicate important information making it stand out.</li> <li>Sans serif fonts have been used effectively to emphasise the use of font without distracting the audience's view of the information that is being displayed.</li> <li>Contrasting letterform features through the use of bold / regular text / thick and thin text.</li> </ul> <p><b>Accept any other suitable response.</b></p> |  |
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| 25   | <p><b>A student has completed their qualification in Graphic Design and is looking at career progression opportunities within this industry.</b></p> <p><b>Analyse the skills the student may have developed that will allow them to progress into an illustrator role within the graphic design industry.</b></p> <table border="1"> <thead> <tr> <th>Band</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td><b>AO3 – excellent</b> analysis of the impact of skills developed by a graphic designer when progressing onto an illustrator role which is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications of the importance of the skills required for the illustrator role within the graphic design</td></tr> </tbody> </table> | Band                                                                                                                                                                                                                                                                                                                                    | Mark | Descriptor | 3 | 7 to 9 | <b>AO3 – excellent</b> analysis of the impact of skills developed by a graphic designer when progressing onto an illustrator role which is <b>comprehensive</b> and <b>highly relevant</b> . Supported with <b>excellent</b> justifications of the importance of the skills required for the illustrator role within the graphic design | <p><b>9</b></p> <p><b>AO1=3</b><br/><b>AO2=3</b><br/><b>AO3=3</b></p> |
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| Band | Mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Descriptor                                                                                                                                                                                                                                                                                                                              |      |            |   |        |                                                                                                                                                                                                                                                                                                                                         |                                                                       |
| 3    | 7 to 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>AO3 – excellent</b> analysis of the impact of skills developed by a graphic designer when progressing onto an illustrator role which is <b>comprehensive</b> and <b>highly relevant</b> . Supported with <b>excellent</b> justifications of the importance of the skills required for the illustrator role within the graphic design |      |            |   |        |                                                                                                                                                                                                                                                                                                                                         |                                                                       |

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|  |   |        | <p>industry that are <b>comprehensive, highly detailed</b> and <b>valid</b> throughout.</p> <p><b>AO2 – excellent</b> application of knowledge and understanding of the impact of the skills developed by a graphic designer when progressing onto an illustrator role that is <b>highly detailed</b> and <b>fully relevant</b>.</p> <p><b>AO1 – excellent</b> recall of knowledge and understanding of the impact of the skills developed by a graphic designer when progressing onto an illustrator role which is <b>accurate</b> and <b>detailed</b>.</p> <p>The response is coherent and clear throughout and uses <b>fully</b> appropriate subject-specific terminology.</p>                                                                                                                                                                                                                                                                                                                                                                |  |
|  | 2 | 4 to 6 | <p><b>AO3 – good</b> analysis of the impact of skills developed by a graphic designer when progressing onto an illustrator role which is <b>mostly comprehensive</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications of the importance of the skills required for the illustrator role within the graphic design industry that are <b>mostly comprehensive, mostly detailed</b> and <b>mostly valid</b> throughout.</p> <p><b>AO2 – good</b> application of knowledge and understanding of the impact of the skills developed by a graphic designer when progressing onto an illustrator role that is <b>mostly detailed</b> and <b>relevant</b>.</p> <p><b>AO1 – good</b> recall of knowledge and understanding of the impact of the skills developed by a graphic designer when progressing onto an illustrator role which is <b>mostly accurate</b> and <b>mostly detailed</b>.</p> <p>The response is <b>mostly</b> coherent and clear throughout and uses <b>mostly</b> appropriate subject-specific terminology.</p> |  |
|  | 1 | 1 to 3 | <p><b>AO3 – limited</b> analysis of the impact of skills developed by a graphic designer when progressing onto an illustrator role which has <b>minimal detail</b> and <b>minimal relevance</b>. Supported with <b>minimal</b> justifications of the importance of the skills required for the illustrator role within the graphic design industry which has <b>minimal detail</b> and <b>very little validity</b> throughout.</p> <p><b>AO2 – limited</b> application of knowledge and understanding of the impact of the skills developed by a graphic designer when progressing onto an</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

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|  |          | <p>illustrator role that has <b>minimal detail</b> and <b>very little relevance</b>.</p> <p><b>AO1</b> – <b>limited</b> recall of knowledge and understanding of the impact of the skills developed by a graphic designer when progressing onto an illustrator role which has <b>minimal accuracy</b> and <b>very little detail</b>.</p> <p>The response is <b>mostly</b> unclear throughout and uses <b>minimal</b> appropriate subject-specific terminology.</p> |  |
|  | <b>0</b> | No rewardable material                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

It is not a requirement that the learners formulate a response specifically against each AO as laid out in the indicative content.

**Indicative content**

**AO1** – learners will recall knowledge and understanding of the skills developed for an illustrator role, that may include the following:

- technical design skills for posters / web pages / adverts
- typography skills
- research and design development skills
- branding / identity design skills
- understanding of visual communication skills
- problem-solving skills / revisions and feedback
- digital media / computer-aided design skills.

**AO2** – learners will apply knowledge and understanding of the skills developed for an illustrator role, that may include the following:

- technical design skills – the student is likely to be proficient in industry-standard software such as Adobe Creative Suite (Photoshop, Illustrator, InDesign), which is essential for an illustrator
- typography skills – graphic designers are trained in the effective use of typography which is important for illustrators. Whether designing posters, web pages, or advertisements, strong typography enhances communication and visual appeal
- research and design development skills – graphic design students will be encouraged to think creatively and develop original concepts

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
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|  | <p>for visual projects. This ability to research / brainstorm / conceptualise is invaluable in illustration</p> <ul style="list-style-type: none"> <li>• branding / identity design skills – a graphic designer has likely worked on branding projects, which involves designing logos / posters. This is directly applicable to illustrators who often work on branding for specific clients</li> <li>• understanding of visual communication skills – graphic designers understand the importance of maintaining visual consistency across various mediums / platforms, which is a key skill in illustration. Graphic designers understand how to maintain a cohesive look / feel across campaigns which is crucial for the success of advertising efforts</li> <li>• problem-solving skills / revisions and feedback – the ability to incorporate client feedback and refine designs is a crucial part of illustration. A graphic designer's experience with revisions / problem-solving makes them adaptable to different client needs and feedback loops in either role.</li> </ul> <p><b>AO3</b> – learners will analyse the impact of the skills developed for an illustrator role, that may include the following:</p> <p>To progress into an illustrator role, there could be focus on developing artistic / conceptual skills:</p> <ul style="list-style-type: none"> <li>• a graphic designer could transition into an illustrator role by focusing on hand-drawn or digital illustration techniques, learning advanced illustration tools and methods</li> <li>• a graphic design student can apply their typography skills by focusing on specific themes in illustration for example children's books, editorial illustrations</li> <li>• a graphic design student can expand their skills by learning to design with a deeper understanding of client needs</li> <li>• a graphic design student can enhance their visual communication outcome by developing their understanding of the client needs</li> <li>• a graphic design student will have the skill to be able to revise and analyse feedback to support revisions and changes where constant updates and changes are common.</li> </ul> <p><b>Award any other suitable response.</b></p> |  |
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## Assessment objective (AO) grid

### Section A

| Question     | AO1       | AO2      | AO3      | Total     |
|--------------|-----------|----------|----------|-----------|
| 1            | 1         |          |          | 1         |
| 2            | 1         |          |          | 1         |
| 3            | 1         |          |          | 1         |
| 4            | 2         |          |          | 2         |
| 5            | 2         |          |          | 2         |
| 6 (a)        | 1         |          |          | 1         |
| 6 (b)        |           | 2        |          | 2         |
| 7 (a)        | 2         |          |          | 2         |
| 7 (b)        |           |          | 2        | 2         |
| 8 (a)        | 3         |          |          | 3         |
| 8 (b)        |           |          | 3        | 3         |
| <b>Total</b> | <b>13</b> | <b>2</b> | <b>5</b> | <b>20</b> |

### Section B

| Question     | AO1      | AO2       | AO3      | Total     |
|--------------|----------|-----------|----------|-----------|
| 9            | 1        |           |          | 1         |
| 10           | 1        |           |          | 1         |
| 11           | 1        |           |          | 1         |
| 12           |          | 3         |          | 3         |
| 13 (a)       | 1        |           |          | 1         |
| 13 (b)       |          | 2         |          | 2         |
| 14 (a)       | 3        |           |          | 3         |
| 14 (b)       |          | 3         |          | 3         |
| 15 (a)       |          |           | 3        | 3         |
| 15 (b)       |          | 3         |          | 3         |
| <b>Total</b> | <b>7</b> | <b>11</b> | <b>3</b> | <b>21</b> |

### Section C

| Question | AO1 | AO2 | AO3 | Total |
|----------|-----|-----|-----|-------|
| 16       | 1   |     |     | 1     |
| 17       | 1   |     |     | 1     |
| 18       | 1   |     |     | 1     |
| 19 (a)   | 2   |     |     | 2     |
| 19 (b)   |     | 2   |     | 2     |
| 20 (a)   |     | 2   |     | 2     |

|              |          |           |          |           |
|--------------|----------|-----------|----------|-----------|
| 20 (b)       |          | 2         |          | 2         |
| 21(a)        | 2        |           |          | 2         |
| 21(b)        |          | 2         |          | 2         |
| 22           |          |           | 2        | 2         |
| 23 (a)       |          | 2         |          | 2         |
| 23 (b)       |          |           | 2        | 2         |
| <b>Total</b> | <b>7</b> | <b>10</b> | <b>4</b> | <b>21</b> |

#### Section D

| Question     | AO1      | AO2      | AO3      | Total     |
|--------------|----------|----------|----------|-----------|
| 24           | 3        | 3        | 3        | 9         |
| 25           | 3        | 3        | 3        | 9         |
| <b>Total</b> | <b>6</b> | <b>6</b> | <b>6</b> | <b>18</b> |