

Please write clearly, in block capitals.

Centre number

Candidate number

Surname _____

Forename(s) _____

Candidate signature _____

Level 1/2 Award

VISUAL COMMUNICATION

VIS3

Date of Exam

Morning Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- normal writing and drawing instruments.

Instructions

- Use black ink or black ball-point pen. Use pencil only for drawing.
- Fill in the boxes at the top of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write on blank pages.
- Do all rough work in this book. Cross through any work that you do not want to be marked.

Information

- The marks for questions are shown in brackets.
 - The maximum mark for this paper is 96.
-

Section A

Answer all questions in this section.

For each multiple choice question in this section, you should shade in **one** lozenge. If you make a mistake, cross through the incorrect answer and shade in the correct response.

1

Select a suitable material to make a colour-printed point of sale display.

A Corrugated board

B Duplex board

C Paperboard

D Unbleached grey board

[1 mark]

2

Which printing process is used to produce advertising materials such as posters?

A Letter press printing

B Offset lithography printing

C Screen printing

D Sublimation printing

[1 mark]

3

What is a thermoforming polymer?

A A material which can be heated and shaped several times

B A material which can be heated only once

C A material which doesn't react to heat

D A material which needs no heat to be formed

[1 mark]

4

How would the polymer keyring in **Figure 1** be manufactured?



Figure 1

A Blow moulding

B Extrusion

C Injection moulding

D Vacuum forming

[1 mark]

5

Why is a bar code included on most forms of packaging?



Figure 2

- A** To ensure the product is not stolen
- B** To give the price of the product
- C** To keep track of products and stock
- D** To meet a legal requirement

[1 mark]

6

Why do printers use registration marks as shown in **Figure 3**?



Figure 3

- A** To show that all the colours of a print line up
- B** To show the order of colours that have been printed
- C** To show which colours have been used in the print
- D** To show which printing process has been used

[1 mark]

7

Which one of the following is a legal requirement to be included on packaging?

A Illustration

B Logo

C Price

D Weight

[1 mark]

8

Name the constructional method shown in **Figure 4**.

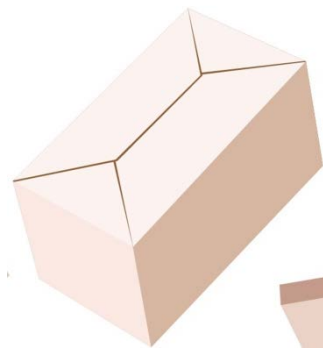


Figure 4

A Claw lock base

B Crash lock base

C D lock

D Envelope closure

[1 mark]

9 Which one of the following protects intellectual property?

A Barcode

B Brand

C Logo

D Patent

[1 mark]

10 What is a laminate?

A A material made of several layers

B A material which has been recycled

C A material which is absorbent

D A material which reacts to its environment

[1 mark]

11

Select the correct term for the typography example shown in **Figure 5**.



Figure 5

A Circle

B Continuous curve

C Letter O

D Zero

[1 mark]

12

Which one of the following materials can be shaped with a hot wire cutter?

A Acrylic

B Foam board

C High Impact Polystyrene

D Styrofoam

[1 mark]

13

What is the view shown from the orthographic drawing in **Figure 6** below?

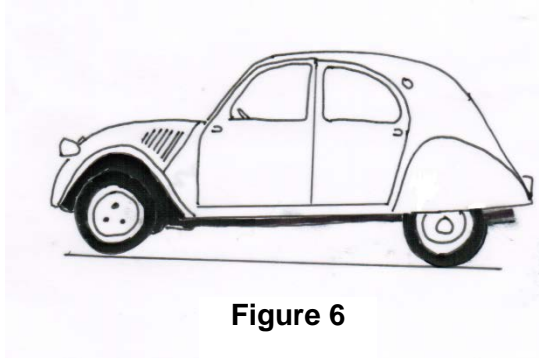


Figure 6

A Back

B Front

C Plan

D Side

[1 mark]

14

Which of the following is an adhesive commonly used to join two pieces of acrylic together?

A Animal glue

B PVA

C Solvent-weld cement

D Spray mount

[1 mark]

15

Select a composite material from the list below.

A Cartridge paper

B Medium-density fibreboard

C Polythene

D Styrofoam

[1 mark]

16

Why is embossing used?

A To add a finish to a material

B To add a join to a material

C To add colour to a material

D To add strength to a material

[1 mark]

17

Which of the following is used to alter the size of a digital image ?

A Cropping **B** Filtering **C** Layering **D** Rotating **[1 mark]****18**

Why are accurate scale models used when developing a product?

A To calculate costs of materials **B** To see if the full-size product will have the right quality **C** To show a realistic representation of the finished product **D** To try lots of ideas quickly **[1 mark]**

19

What do graphic designers follow to ensure their designs meet the needs of the client?

- A** An evaluation
- B** A marketing plan
- C** A questionnaire
- D** A specification

[1 mark]

20

Which of the following timbers is suitable for model-making?

- A** Balsa
- B** Beech
- C** Oak
- D** Teak

[1 mark]

Section B

Answer all questions in this section.

21	.	1
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 Packaging is cut out as a surface development (net).

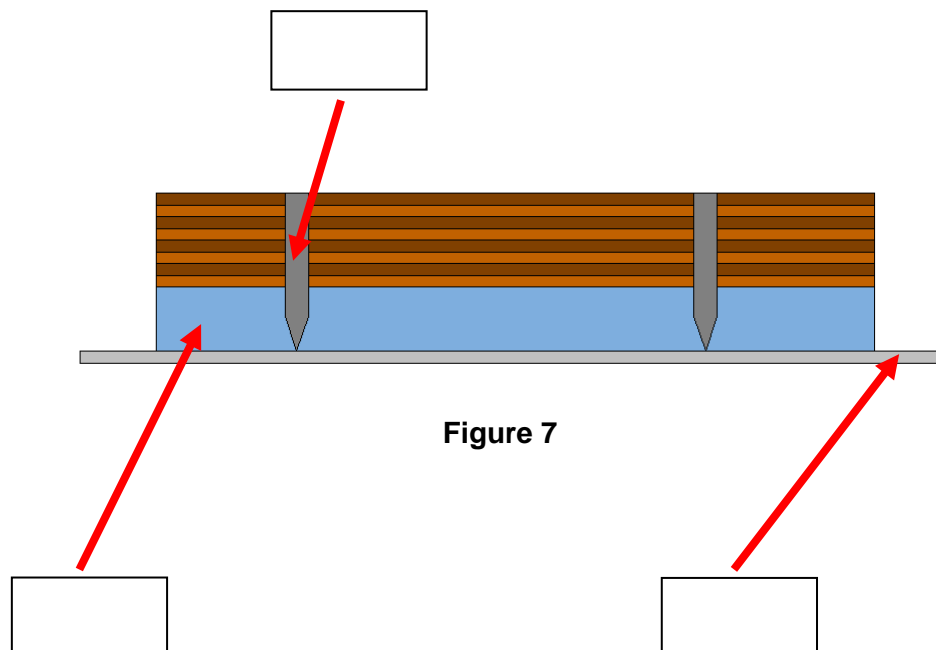
Name an industrial process used to cut out packaging.

[1 mark]

21	.	2
----	---	---

 Using the **letters** in the table below, label the parts of the process shown in **Figure 7**.**[3 marks]**

A	B	C	D
Cardboard net	Blade to cut	Foam layer	Blade to crease



22

Look at the surface development net of the cube in **Figure 8**.

Evaluate the effectiveness of the net.

[4 marks]

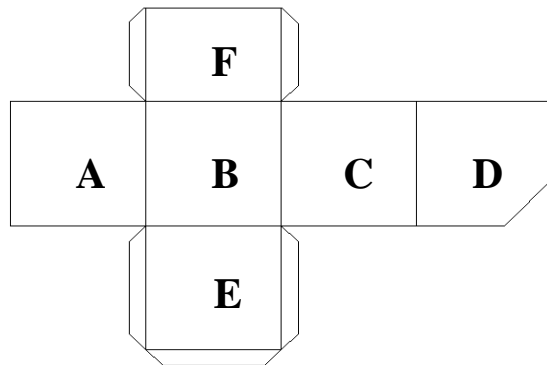


Figure 8

23

The surface development net in **Figure 9** folds to make a point of sale display.

On the grid below complete the isometric drawing of the point of sale display.

The drawing should be to scale and has been started for you.

[6 marks]

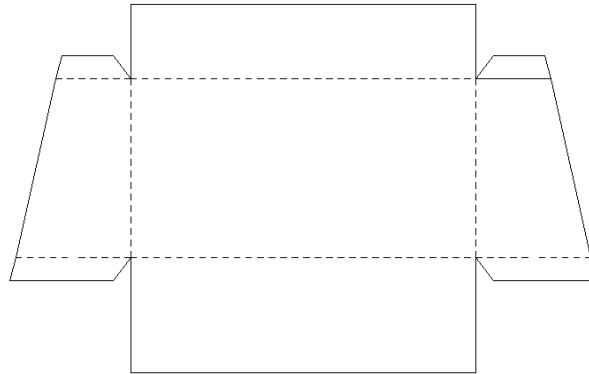
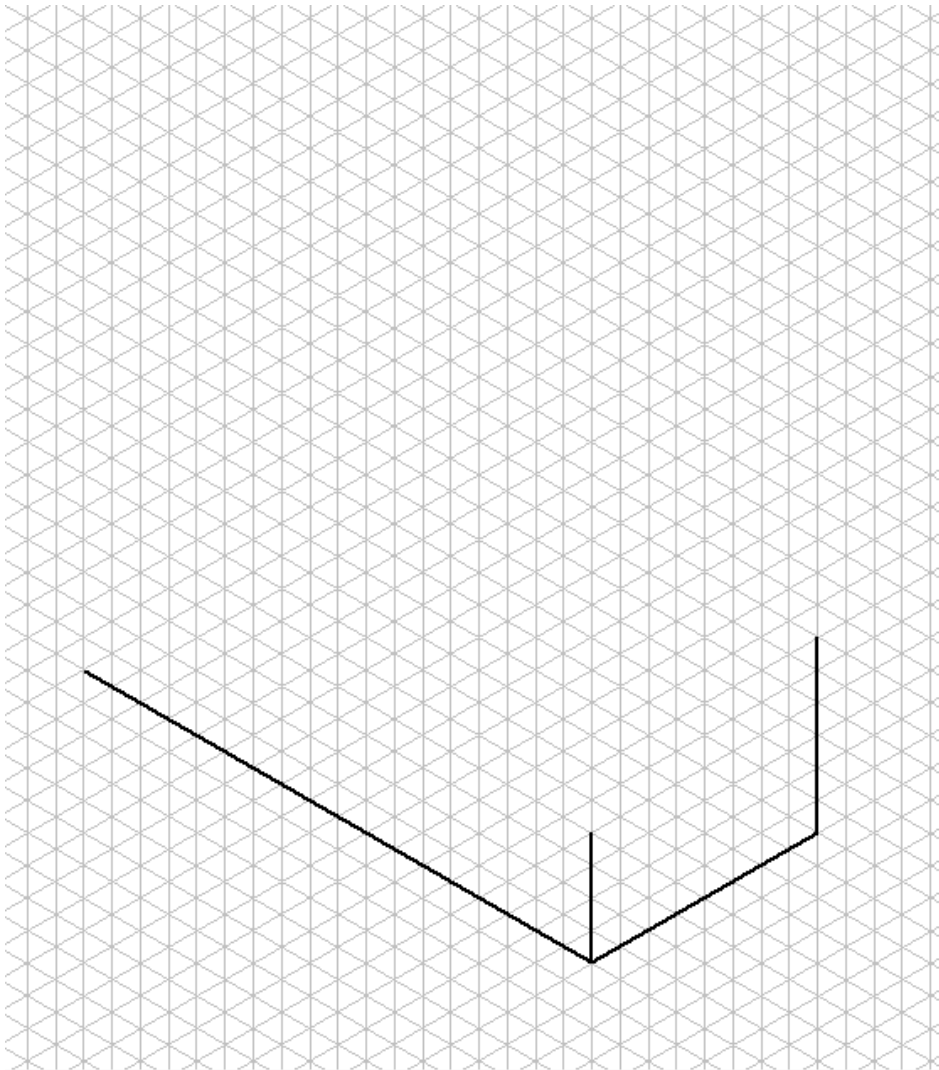


Figure 9



24

Evaluate the suitability of the **three** logos in **Figure 10** for use by a children's

nursery.

[6 marks]

A



B



C



Figure 10

Turn Over

25 | **.** | **1** | The nursery wants to produce a sign to include their logo.

Name **one** material they might use for the sign and give **two** reasons why this would be suitable.

[3 marks]

Name of material _____

Reason 1 _____

Reason 2 _____

25 . 2

Using notes and sketches show the stages of manufacture to produce the sign.

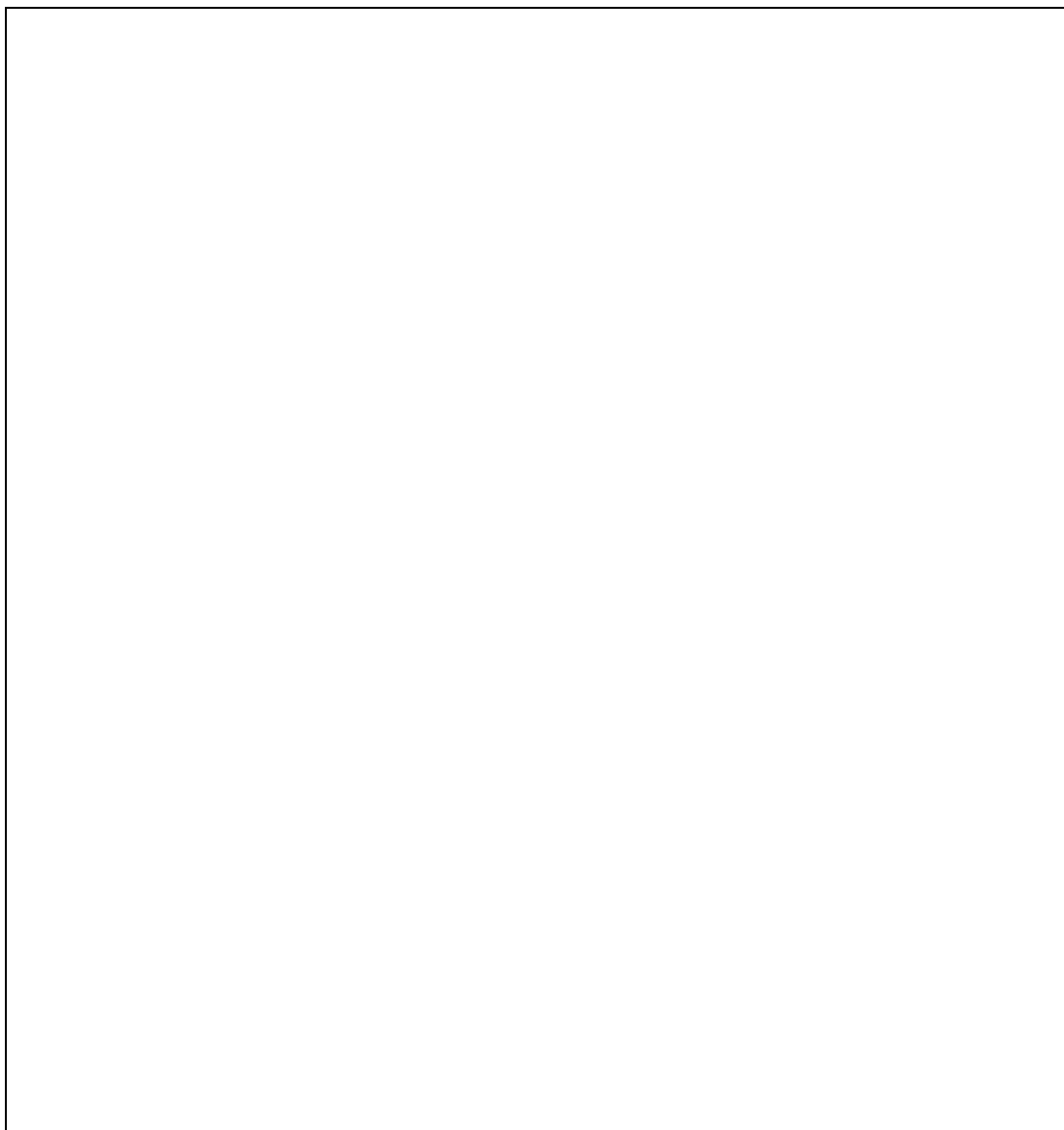
Marks will be awarded for:

step-by-step instructions **[4 marks]**

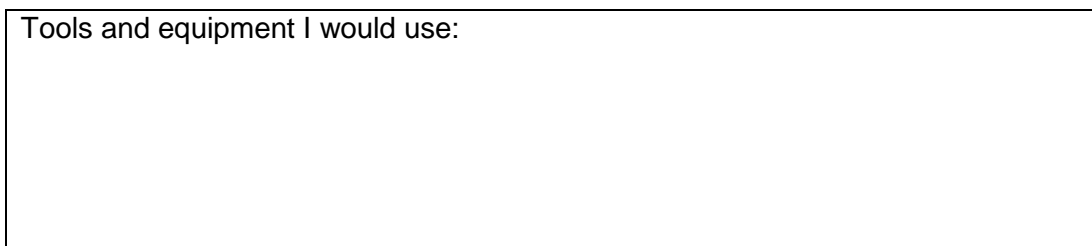
quality of notes and sketches **[3 marks]**

list of equipment needed **[2 marks]**

[9 marks]



Tools and equipment I would use:



Turn Over

25	.	3
----	---	---

The nursery wants to use a slogan as part of their branding. They want to use a suitable font and are considering the following two fonts.

Font A

Font B

Evaluate the above fonts for their suitability.

[4 marks]

Turn page for next question

Turn Over

Billboards (**Figure 11**) and Light-emitting Diode (LED) displays (**Figure 12**) are often used to promote products.



Figure 11



Figure 12

26	.	1
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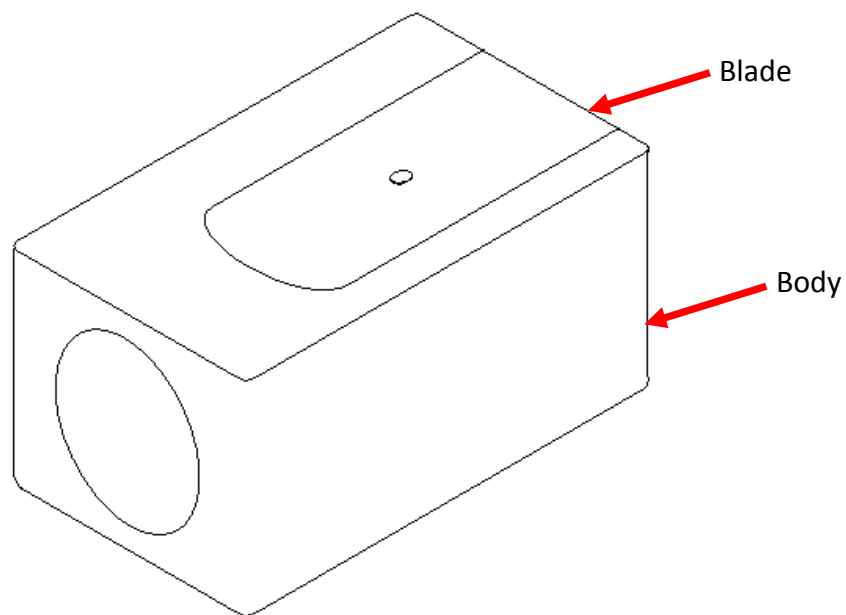
Explain the advantages that LED display technology has over traditional billboards.

[4 marks]

27

The pencil sharpener shown below has been made from polypropylene and has a steel blade.

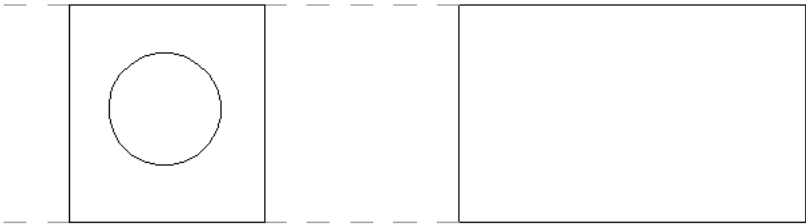
Render the pencil sharpener to enhance the three-dimensional appearance of the drawing.

[4 marks]

28

In the space below, complete the drawing of the pencil sharpener by adding the plan view to the orthographic projection.

[4 marks]



29

Give **three** reasons why designers use orthographic drawings.

[3 marks]

1 _____

2 _____

3 _____

30

State **two** applications of Computer Aided Design (CAD).

[2 marks]

1 _____

2 _____

31

Explain how the use of CAD can benefit a graphic designer.

[4 marks]

32

Name a job you are familiar with in the Graphics industry.

Explain the work involved in that job.

[4 marks]

Name of job: _____

Work involved: _____

33

Complete the table below by identifying a safety risk and safety consideration for the **four** pieces of equipment.

Some boxes have been completed for you.

[5 marks]

Tools/Equipment	Safety risk	Safety consideration
Craft knife		Use a safety ruler
Solvent-based adhesive		Work in a ventilated area
Computer monitor		
Spray paints	Pressurised container	

Turn page for next question

Turn Over

34 . 1 Signs such as those shown in **Figure 13** are used in workshops to promote safe working practice.



Figure 13

Identify a graphical feature used in the design of the signs.

[1 mark]

34 . 2 Give **three** reasons why the feature you have identified in your answer to **question 34.1** has been used.

[3 marks]

1

2

3

END OF QUESTIONS

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Turn Over

Level 1/2 Award
Visual communication

VIS3

Mark scheme

Version 0.2

MARK SCHEME – LEVEL 1/2 AWARD – VISUAL COMMUNICATION

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the learners' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of learners' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of learners' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a learner's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the learner's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the learner has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the learner's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Learners do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

MARK SCHEME – LEVEL 1/2 AWARD – VISUAL COMMUNICATION

Qu	Part	Marking guidance	Total marks	AO
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Section A

1		B Duplex board	1 mark	AO1
2		B Offset Lithography printing	1 mark	AO1
3		A A material which can be heated and shaped several times	1 mark	AO1
4		C Injection moulding	1 mark	AO1
5		C To keep track of products and stock	1 mark	AO1
6		A To show that all the colours of a print line up	1 mark	AO1
7		D Weight	1 mark	AO1
8		B Crash lock base	1 mark	AO1
9		D Patent	1 mark	AO1
10		A A material made of several layers	1 mark	AO1
11		B Continuous curve	1 mark	AO1

MARK SCHEME – LEVEL 1/2 AWARD – VISUAL COMMUNICATION

12		D Styrofoam	1 mark	AO1
13		D Side	1 mark	AO1
14		C Solvent-weld cement	1 mark	AO1
15		B Medium-density fibreboard	1 mark	AO1
16		A To add a finish to a material	1 mark	AO1
17		A Cropping	1 mark	AO1
18		C To show a realistic representation of the finished product	1 mark	AO1
19		D A Specification	1 mark	AO1
20		A Balsa	1 mark	AO1

Section B

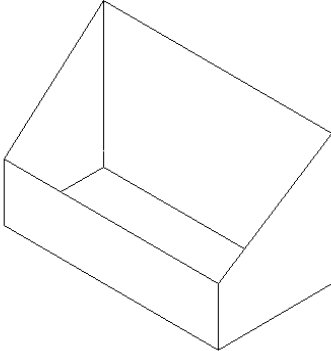
21	1	<p>Any of the following are acceptable answers for 1 mark:</p> <ul style="list-style-type: none"> • die cutting • die stamping • punching. <p>Other appropriate responses should also be credited.</p>	1 mark	AO1
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21	2	<p>One mark for correctly labelling each of the following:</p> <ul style="list-style-type: none"> • A: Cardboard net • B: Blade to cut • C: Foam layer 	3 marks	AO1
----	---	--	---------	-----

The diagram illustrates a cross-section of a cutting process. At the top, a wooden block with horizontal grain is labeled 'B'. Below it, a blue foam layer is labeled 'A'. A sharp blade, labeled 'C', is shown cutting through the foam layer. The blade is positioned vertically, with its tip pointing downwards into the foam. The foam layer is supported by a thin, light-colored base. Arrows point from the labels 'A', 'B', and 'C' to their respective components in the diagram.

22		<p>Possible correct responses could be:</p> <ul style="list-style-type: none"> • side F too small to join to C and A • tabs missing from D to join to A • all lines are unbroken – no indication of fold lines • tab missing from F to joint to D • side D the wrong shape to make a cube. 	4 marks	AO3
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3-4 marks	The response shows some understanding and analysis of the problems with the surface development and how they impact on each other and the overall success of the 3D shape. More than one issue has been highlighted and potential problems explained. Learner can clearly visualise the 3D form.
1-2 marks	Limited understanding and analysis of the problems with the surface development. A single issue or only brief points stated which may be vague. Problems have been highlighted but how these impact on each other and the 3D form is not made clear. The learner is unable to visualise the 3D form.
0 marks	Nothing of any value.

23		6 marks	AO1
5-6 marks	Learner has shown excellent understanding of how the surface development net fits together as a 3D object in order to produce a complete and accurate drawing. All lines are correctly drawn and in proportion. The grid has been used effectively.		
3-4 marks	Learner has shown some understanding of how the surface development net fits together as a 3D object in order to produce a complete drawing with minor inaccuracies. Lines may not be completely parallel and the grid has not been used effectively.		
1-2 marks	An incomplete drawing. Inaccuracies in use of the grid and proportion.		
0 marks	Nothing of any value.		

24	<p>Indicative content</p> <p>Logo A</p> <ul style="list-style-type: none"> • Lack of colour would not be aesthetically pleasing. • A strong and bold silhouette would stand out on a sign. • The imagery is in keeping with the theme of a nursery. <p>Logo B</p> <ul style="list-style-type: none"> • Use of primary colours is childlike. • Tree symbolises children growing and needing nurturing. • Tree might be confusing as not obviously linked to children. <p>Logo C</p> <ul style="list-style-type: none"> • Idea of footprints and a heart suggest a caring environment for toddlers. • Green tones are muted and don't stand out as well. • A simple logo which could be instantly recognised. 	6 marks	AO3
5-6 marks	Logos evaluated in detail and compared to each other. Advantages and disadvantages considered. Conclusions drawn as to the most suitable logo to use.		

MARK SCHEME – LEVEL 1/2 AWARD – VISUAL COMMUNICATION

		3-4 marks	Logos evaluated in limited detail and simple comparisons stated. Obvious advantages and/or disadvantages considered. Limited conclusions drawn.		
		1-2 marks	Simplistic statements used to describe the advantages and/or disadvantages. No conclusions drawn.		
		0 mark	Nothing of any value.		

25	1	<p>Indicative content</p> <p>Examples of possible materials (not exhaustive):</p> <ul style="list-style-type: none"> • vinyl • acrylic. <p>Examples of reasons for suitability (not exhaustive):</p> <ul style="list-style-type: none"> • easy to cut out using CAD and CAM machine to produce an accurate finish • available in a large range of colours • water resistant to be used externally on a sign • self-adhesive properties (vinyl) • available in stock sizes • self-finished. <p>1 mark for any correctly named material.</p> <p>1 mark per valid reason to a maximum of 2 marks.</p>	3 marks	AO1
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25	2	<p>Step by step instructions (up to 4 marks)</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Print out lettering and imagery /draw by hand. • Use these to make a template from card. • Use the template to draw around onto chosen material. • Use an appropriate saw (hegna, jig, band) to cut out the lettering/imagery. • Finish edges of materials – sand paper/wet and dry paper. • Measure and mark out the background of the sign (polymer /timber). • Cut background to the correct size (hegna, jig, band). • Sand and finish the background material. • Attach lettering/imagery using an appropriate adhesive 	9 marks	AO1
----	---	---	---------	-----

		(epoxy resin).										
		<table border="1"> <tr> <td>3-4 marks</td> <td>Accurate explanation of method to make the sign. Learner understands the method and clearly explains it. Instructions are clear and show a logical order so that a third party would be able to follow them.</td> </tr> <tr> <td>1-2 marks</td> <td>Mostly accurate explanation of method to make the sign, but there are some omissions. Learner shows some understanding of the method chosen and explains it in simple terms. Instructions can lack clarity and order of make is not always logical, making it difficult for a third party to follow.</td> </tr> <tr> <td>0 marks</td> <td>Nothing of any value.</td> </tr> </table>	3-4 marks	Accurate explanation of method to make the sign. Learner understands the method and clearly explains it. Instructions are clear and show a logical order so that a third party would be able to follow them.	1-2 marks	Mostly accurate explanation of method to make the sign, but there are some omissions. Learner shows some understanding of the method chosen and explains it in simple terms. Instructions can lack clarity and order of make is not always logical, making it difficult for a third party to follow.	0 marks	Nothing of any value.				
3-4 marks	Accurate explanation of method to make the sign. Learner understands the method and clearly explains it. Instructions are clear and show a logical order so that a third party would be able to follow them.											
1-2 marks	Mostly accurate explanation of method to make the sign, but there are some omissions. Learner shows some understanding of the method chosen and explains it in simple terms. Instructions can lack clarity and order of make is not always logical, making it difficult for a third party to follow.											
0 marks	Nothing of any value.											
		Quality of notes and sketches (up to 3 marks)										
		<table border="1"> <tr> <td>3 marks</td> <td>Precise diagrams with full and clear labelling. Every stage neat and legible.</td> </tr> <tr> <td>2 marks</td> <td>Detailed diagrams with clear labels and mostly neat presentation.</td> </tr> <tr> <td>1 mark</td> <td>Basic detail, simple diagrams, few steps, notes only or diagrams with no notes/labels.</td> </tr> <tr> <td>0 marks</td> <td>Nothing of any value.</td> </tr> </table>	3 marks	Precise diagrams with full and clear labelling. Every stage neat and legible.	2 marks	Detailed diagrams with clear labels and mostly neat presentation.	1 mark	Basic detail, simple diagrams, few steps, notes only or diagrams with no notes/labels.	0 marks	Nothing of any value.		
3 marks	Precise diagrams with full and clear labelling. Every stage neat and legible.											
2 marks	Detailed diagrams with clear labels and mostly neat presentation.											
1 mark	Basic detail, simple diagrams, few steps, notes only or diagrams with no notes/labels.											
0 marks	Nothing of any value.											
		List of equipment needed (up to 2 marks)										
		Indicative content										
		<ul style="list-style-type: none"> • CAD software (2D design). • Craft knife. • Cam machine – plotter, laser, Stikka. • Steel rule. 										
		<table border="1"> <tr> <td>2 marks</td> <td>More than one appropriate item.</td> </tr> <tr> <td>1 mark</td> <td>Only 1 appropriate item named.</td> </tr> <tr> <td>0 marks</td> <td>Nothing of any value.</td> </tr> </table>	2 marks	More than one appropriate item.	1 mark	Only 1 appropriate item named.	0 marks	Nothing of any value.				
2 marks	More than one appropriate item.											
1 mark	Only 1 appropriate item named.											
0 marks	Nothing of any value.											

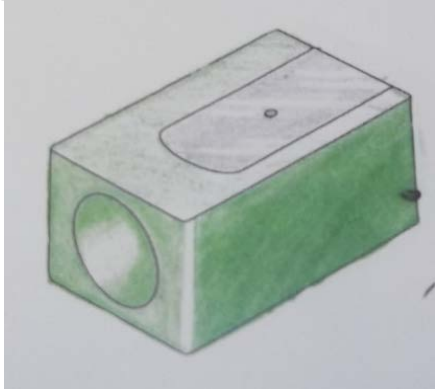
MARK SCHEME – LEVEL 1/2 AWARD – VISUAL COMMUNICATION

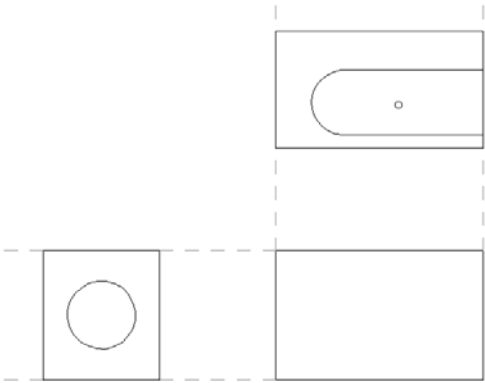
25	3	<p>Indicative content</p> <ul style="list-style-type: none"> • Font B is a more simple font than A which therefore makes it easier to read. • Font B is sans serif and gives a more childlike feel which would be suitable for the nursery to use. • Font A gives a feeling of tradition as it is a serif font so could be linked to traditional values. • Font A might give a feeling of professionalism and quality compared to Font B's childlike nature. 	4 marks	AO3						
		<table border="1"> <tr> <td style="text-align: center;">3-4 marks</td> <td>Evaluative comments focusing on the characteristics of the fonts. Conclusions are drawn as to which would be most suitable. A reasoned argument given.</td> </tr> <tr> <td style="text-align: center;">1-2 marks</td> <td>Descriptive comments which don't evaluate characteristics of the two fonts given. Limited conclusions drawn as to which would be the better font to use.</td> </tr> <tr> <td style="text-align: center;">0 marks</td> <td>Nothing of any value.</td> </tr> </table>	3-4 marks	Evaluative comments focusing on the characteristics of the fonts. Conclusions are drawn as to which would be most suitable. A reasoned argument given.	1-2 marks	Descriptive comments which don't evaluate characteristics of the two fonts given. Limited conclusions drawn as to which would be the better font to use.	0 marks	Nothing of any value.		
3-4 marks	Evaluative comments focusing on the characteristics of the fonts. Conclusions are drawn as to which would be most suitable. A reasoned argument given.									
1-2 marks	Descriptive comments which don't evaluate characteristics of the two fonts given. Limited conclusions drawn as to which would be the better font to use.									
0 marks	Nothing of any value.									

26	1	<p>Indicative content</p> <p>Responses could include:</p> <ul style="list-style-type: none"> • advertisements can be changed or show several products/companies on a loop • moving displays catch attention • imagery can be animated • advertisements can be personalised • displays never look tired or out of date • up to date information can be given. 	4 marks	AO3						
		<table border="1"> <tr> <td style="text-align: center;">3-4 marks</td> <td>Promotional methods have been fully analysed and advantages have been discussed. Comparisons have been drawn.</td> </tr> <tr> <td style="text-align: center;">1-2 marks</td> <td>Some analysis is evident in the response and advantages have been simplistically stated. Few or no comparisons made.</td> </tr> <tr> <td style="text-align: center;">0 marks</td> <td>Nothing of any value.</td> </tr> </table>	3-4 marks	Promotional methods have been fully analysed and advantages have been discussed. Comparisons have been drawn.	1-2 marks	Some analysis is evident in the response and advantages have been simplistically stated. Few or no comparisons made.	0 marks	Nothing of any value.		
3-4 marks	Promotional methods have been fully analysed and advantages have been discussed. Comparisons have been drawn.									
1-2 marks	Some analysis is evident in the response and advantages have been simplistically stated. Few or no comparisons made.									
0 marks	Nothing of any value.									

26	2	<p>Indicative content</p> <p>Suitable responses which may be discussed include:</p> <ul style="list-style-type: none"> • paper is biodegradable so will not fill landfill sites • paper is from a renewable source whereas LED displays run on electricity which is a drain on fossil fuels • paper billboard displays have to be transported to the billboard site to be put up. This requires vehicles running on fuel which impacts on the environment • light pollution from LEDs. • The life span of the LEDs/LED display is a lot longer than the paper display which means fewer replacements are necessary. • Due to the LED display being housed in a polymer casing it is more durable and also weather resistant which again increases its efficiency, meaning fewer materials will be needed in the long run. • Paper displays although biodegradable are thrown away more frequently and use more raw materials over time • Several processes are required to manufacture the paper display, including printing. <table border="1" data-bbox="284 1055 1150 1792"> <tr> <td data-bbox="284 1055 475 1339">5-6 marks</td> <td data-bbox="475 1055 1150 1339">A good understanding of the impact of the two promotional methods which includes comprehensive evaluation of both the positive and negative factors of each. Several points explained and ideas expressed clearly. Conclusions have been reached that consider the trade-off between the positive and negative factors.</td> </tr> <tr> <td data-bbox="284 1339 475 1599">3-4 marks</td> <td data-bbox="475 1339 1150 1599">Some understanding of the impact on the environment which includes simple evaluation and some reference to the positive and negative factors of each. Points mentioned briefly with some clarity expressed. Some basic conclusions drawn without considering the trade-off between positive and negative factors.</td> </tr> <tr> <td data-bbox="284 1599 475 1756">1-2 marks</td> <td data-bbox="475 1599 1150 1756">Limited understanding of the question with little or no evaluative statements. May only include positive or negative factors or only look at one of the promotional methods. No conclusions drawn.</td> </tr> <tr> <td data-bbox="284 1756 475 1792">0 marks</td> <td data-bbox="475 1756 1150 1792">Nothing of any value.</td> </tr> </table>	5-6 marks	A good understanding of the impact of the two promotional methods which includes comprehensive evaluation of both the positive and negative factors of each. Several points explained and ideas expressed clearly. Conclusions have been reached that consider the trade-off between the positive and negative factors.	3-4 marks	Some understanding of the impact on the environment which includes simple evaluation and some reference to the positive and negative factors of each. Points mentioned briefly with some clarity expressed. Some basic conclusions drawn without considering the trade-off between positive and negative factors.	1-2 marks	Limited understanding of the question with little or no evaluative statements. May only include positive or negative factors or only look at one of the promotional methods. No conclusions drawn.	0 marks	Nothing of any value.	6 marks	AO3
5-6 marks	A good understanding of the impact of the two promotional methods which includes comprehensive evaluation of both the positive and negative factors of each. Several points explained and ideas expressed clearly. Conclusions have been reached that consider the trade-off between the positive and negative factors.											
3-4 marks	Some understanding of the impact on the environment which includes simple evaluation and some reference to the positive and negative factors of each. Points mentioned briefly with some clarity expressed. Some basic conclusions drawn without considering the trade-off between positive and negative factors.											
1-2 marks	Limited understanding of the question with little or no evaluative statements. May only include positive or negative factors or only look at one of the promotional methods. No conclusions drawn.											
0 marks	Nothing of any value.											

MARK SCHEME – LEVEL 1/2 AWARD – VISUAL COMMUNICATION

27	<p>Rendered example</p>  <table border="1" data-bbox="284 685 1173 1095"> <tr> <td data-bbox="284 685 470 887">3-4 marks</td> <td data-bbox="470 685 1173 887">Rendering shows three tones to give the object a 3D feel. The blade has been given diagonal lines or rubbed-out stripes to indicate a shiny surface. The ellipse has been shaded successfully to show depth. A realistic-looking image and accurate use of tone.</td> </tr> <tr> <td data-bbox="284 887 470 1037">1-2 marks</td> <td data-bbox="470 887 1173 1037">Some parts of the image appear three dimensional. Tonality has been attempted. Some attempt has been made with some success to show the shiny material of the blade.</td> </tr> <tr> <td data-bbox="284 1037 470 1095">0 marks</td> <td data-bbox="470 1037 1173 1095">Nothing of any value.</td> </tr> </table>	3-4 marks	Rendering shows three tones to give the object a 3D feel. The blade has been given diagonal lines or rubbed-out stripes to indicate a shiny surface. The ellipse has been shaded successfully to show depth. A realistic-looking image and accurate use of tone.	1-2 marks	Some parts of the image appear three dimensional. Tonality has been attempted. Some attempt has been made with some success to show the shiny material of the blade.	0 marks	Nothing of any value.	4 marks	AO1
3-4 marks	Rendering shows three tones to give the object a 3D feel. The blade has been given diagonal lines or rubbed-out stripes to indicate a shiny surface. The ellipse has been shaded successfully to show depth. A realistic-looking image and accurate use of tone.								
1-2 marks	Some parts of the image appear three dimensional. Tonality has been attempted. Some attempt has been made with some success to show the shiny material of the blade.								
0 marks	Nothing of any value.								

28	 <p>1 mark for each of the following that have been correctly included in the drawing:</p> <ul style="list-style-type: none"> • length of sharpener correctly added • width of sharpener correctly added • blade correctly added • fixing hole correctly added. <p>Do not penalise if fixing hole and blade curve are not totally correct, but must be in proportion and look accurate, as per diagram above.</p>	4 marks	AO1
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29	<p>1 mark for each appropriate point, up to a maximum of 3 marks.</p> <p>Typical responses include:</p> <ul style="list-style-type: none"> • clearly communicate all aspects of the product • useful during manufacture to understand the product's layout • communicates dimensions • used to aid construction. <p>Other correct answers should be rewarded.</p>	3 marks	AO1
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30	<p>1 mark for each correct application of CAD identified.</p> <p>Some applications of CAD:</p> <ul style="list-style-type: none"> • produce 3D virtual models • produce exploded/orthographic drawings • simulate the product in its environment • test construction of a product • render a product to look realistic • produce web pages • design accurate net construction. <p>Other correct answers should be rewarded.</p>	2 marks	AO1
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31	<p>Indicative content</p> <p>Some benefits of CAD that a learner may include in their answer:</p> <ul style="list-style-type: none"> • ease of manipulation and editing • ease of communication with others world-wide/client • repetition and copying of data • accuracy of design and imagery can be higher using CAD • CAD files can be linked to CAM machines to manufacture prototypes if necessary • time saving, graphic designers can produce ideas quickly using CAD. <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 30%;">3-4 marks</td> <td>A clear understanding of how CAD can be used and detailed explanation of a range of benefits its use offers the graphic designer.</td> </tr> <tr> <td>1-2 marks</td> <td>Some understanding of how CAD can be used with basic explanation of some benefits its use offers the graphic designer.</td> </tr> <tr> <td>0 marks</td> <td>Nothing of any value.</td> </tr> </table>	3-4 marks	A clear understanding of how CAD can be used and detailed explanation of a range of benefits its use offers the graphic designer.	1-2 marks	Some understanding of how CAD can be used with basic explanation of some benefits its use offers the graphic designer.	0 marks	Nothing of any value.	4 marks	AO1
3-4 marks	A clear understanding of how CAD can be used and detailed explanation of a range of benefits its use offers the graphic designer.								
1-2 marks	Some understanding of how CAD can be used with basic explanation of some benefits its use offers the graphic designer.								
0 marks	Nothing of any value.								

MARK SCHEME – LEVEL 1/2 AWARD – VISUAL COMMUNICATION

32		3-4 marks	A good understanding of the work with some detail of the process involved. Answer will also include understanding of the skills and qualifications required. There might be a slight lack detail/clarity but this should not detract from the overall response.	4 marks	AO1
		1-2 marks	Limited understanding of the work with little detail. No reference to skills and qualifications required. There will be elements of confusion and lack of clarity.		
		0 marks	Nothing of any value.		

33		1 mark per box for a correct response.			5 marks	AO1
		Indicative content				
		Typical responses are listed below. These are not exhaustive and other answers worthy of credit should be rewarded.				
		Tools/equipment	Safety risk	Safety consideration		
		Craft knife	Cutting fingers with blade.			
		Solvent-based adhesive	Inhaling fumes.			
Computer monitor	Eye strain looking at screen.	Taking breaks from use. Ensure comfort through set up of equipment, height of monitor/desk/chair etc.				
Spray paints		Store in a metal cabinet. Keep away from any fire risk.				

34	1	<p>Indicative content</p> <p>Examples responses may include:</p> <ul style="list-style-type: none"> • bright and bold colours • contrasting colours • no text to simplify design • simplified images and shapes • stylised image. <p>1 mark for any appropriate response. Other relevant material must also be credited.</p>	1 mark	AO1
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34	2	<p>1 mark for any valid response up to a maximum of 3 marks.</p> <p>Indicative content</p> <p>Example responses include:</p> <ul style="list-style-type: none"> • easy to understand • quick to identify message • can be universally understood • no language barrier • eye catching • use of blue and white synonymous with mandatory safety signs. <p>The above list is not exhaustive and other responses worthy of credit should be rewarded.</p>	3 marks	AO1
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26 September 2016