higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

GRAPHIC DESIGN
NQF LEVEL 4

28 November 2023

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1	C ✓	(1)
1.2	B ✓	(1)
1.3	A ✓	(1)
1.4	D ✓	(1)
1.5	B ✓	(1)
1.6	D ✓	(1)
1.7	A ✓	(1)
1.8	D ✓	(1)
1.9	B ✓	(1)
1.10	D ✓	(1)
		[10]

QUESTION 2

2.1	True ✓	(1)
2.2	False ✓	(1)
2.3	True ✓	(1)
2.4	True ✓	(1)
2.5	False ✓	(1)
		[5]

QUESTION 3

3.1	C ✓	(1)
3.2	E ✓	(1)
3.3	G ✓	(1)
3.4	H ✓	(1)
3.5	I ✓	(1)
3.6	A ✓	(1)
3.7	F ✓	(1)
3.8	J ✓	(1)
3.9	D ✓	(1)
3.10	B ✓	(1)
		[10]

QUESTION 4

4.1	Conceptualisation ✓	(1)
4.2	Impact ✓	(1)
4.3	Consumerism ✓	(1)
4.4	Minority ✓	(1)
4.5	Consciousness ✓	(1)
		[5]

TOTAL SECTION A: 30

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SECTION B

QUESTION 5

5.1
- The design is visually strong with clear text and bold colours. ✓
- The campaign plays on the way that music accompanies every aspect of our lives. ✓
- The campaign evokes emotions, always a very powerful marketing tactic. ✓
- The design looks like the *Spotify* app and feels familiar to regular users. ✓

(Any FOUR similar logical observations in the student's own words are acceptable) (4)

5.2
- The design is visually strong with clear text and bold colours. ✓
- The campaign uses ideas that are eye-catching and unexpected. ✓
- The contrast between the words and the person in the image is surprising and interesting. ✓
- The resulting designs feel modern and unconventional. ✓

(Any FOUR similar logical observations in the student's own words are acceptable) (4)

5.3
- The magazine advertising spread creates an interesting sensory experience because it makes it look as though the reader is holding the steering wheel of the car being advertised. ✓
- This is a clever example of the "show, don't tell" marketing tactic. ✓
- With only a few words, so well incorporated into the image, the reader instantly gets a sense of what it's like to drive this car just by looking at the ad. ✓
- The campaign is effective because it draws the reader into an experience. ✓

(Any FOUR similar logical observations in the student's own words are acceptable) (4)

5.4
- The design is visually interesting because the way that the car's headlights falls makes a small animal in the road look very large. ✓
- One gets a sense of the danger that the driver would have been in had they not had such strong headlights on the car. ✓
- The campaign plays on the emotions of fear, a need for safety, and also a desire to protect animals. ✓
- It effectively showcases and highlights the superior lighting features of this model of vehicle. ✓

(Any FOUR similar logical observations in the student's own words are acceptable) (4)

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5.5
- The Volkswagen Beetle *Think Small*" campaign is iconic even though it is so old. ✓
- The ads were unexpected and quirky, going against standard vehicle advertising conventions of the time. ✓
- The ads are bold and unapologetic about a feature of the car that could have been seen as undesirable (its tiny size) and making that the most loved characteristic of the vehicle. ✓
- The ads make use of a wide-open negative space to accentuate the image of the car. ✓

(Any FOUR similar logical observations in the student's own words are acceptable) (4)
[20]

QUESTION 6

6.1 C – internal computer memory✓
The picture shows RAM chips, used in computers and laptops to increase processing time by temporarily storing and processing open files while they are in use.✓ (2)

6.2 E – Burning music files onto a CD✓
To listen to on an old-school car radio with a CD-Drive.✓ (2)

6.3 A – Digital photo files for a print shop.✓
Files can be sent to a print shop via a Dropbox link.✓ (2)

6.4 B – external hard drive for photographer's backups✓
External hard drives can hold large amounts of data without making the computer slower, so they are great for backups.✓ (2)

6.5 D – Using a flash drive to hand in a digital assignment✓
Flash drives are small inexpensive and well-suited for transferring digital files between people.✓ (2)
[10]

QUESTION 7

7.1 c) High-key lighting✓
The photo is very light with almost no shadows.✓ (2)

7.2 g) Motion blur✓
Some parts of the image are blurry where a moving object passed by while the shutter was open.✓ (2)

7.3 f) Silhouette✓
The foreground subject is completely dark and only showing a black profile backlit with blue light.✓ (2)

7.4 a) High dynamic range (HDR)✓
HDR stands for high dynamic range and refers to contrast (or the difference) between the brightest and darkest parts in an image. This seems to have been improved between the before and after photos.✓ (2)

7.5 b) Perspective photography✓
The lines of the building as one looks towards its roof creates a sense of distance and depth.✓ (2)

7.6 j) Macro photography✓
The photo of the ladybug makes it appear larger than it would in real life.✓ (2)

7.7 i) Monochrome photography✓
This is a photo without colour.✓ (2)

7.8 d) Low-key lighting✓
The subject is under-lit to create an interesting cinematic, moody effect.✓ (2)

7.9 e) Tilt-shift photography✓
The focal area is narrow and makes objects blurry that would not normally appear blurry at that distance, creating an odd miniaturising effect.✓ (2)

7.10 h) Subject Isolation✓
Subject isolation is when one places all of the focus on the image of the subject, in this case – the whole image is blurry except for the pink rose.✓ (2)

[20]

QUESTION 8

Answers must be logical and substantiated well and in the student's own words.
The elements of graphic design: are *line, shape, colour, texture*, *type, space and image.*
Note: ONE mark for identifying the correct element of graphic design ✓
TWO marks for the explanation/motivation ✓✓

8.1 Shape ✓– the overlaying shapes create an interesting glitch effect.✓ ✓
OR
Colour – The colours seem bright – almost neon – and add to the 3D glitch effect. (3)

8.2 Line ✓– Lines were used to create a shape and texture effect.✓ ✓
Type – was used to create a round shape around the logo. (3)

8.3 Image ✓– The image was created with fine, thin lines.✓ ✓
OR
Type – the type is a beautiful serif font – creating a sophisticated feeling.✓ (3)

8.4 Texture ✓– was created by a shape pattern (circles).✓ ✓ (3)

8.5 The image✓ is eye-catching and together with the hand-drawn (3)

8.6 Lines ✓– Concentric lines create an interesting target image.✓ ✓ (3)

8.7 Colour ✓– The gradient colours of the icon contrast strongly with the dark blue text.✓ ✓
OR
Type – the type was customised to be connected and creates an interesting visual result. (3)

8.8 Line ✓– Strong line work defines the icon – the same thickness as the lettering.✓ ✓
OR
Colour – The colours are cool and interesting. (3)

8.9 Shape ✓– small shapes fill the negative spaces between letters, creating an interesting textural effect.✓ ✓
OR
Colour – The colour palette is playful and unifying. (3)

8.10 Line ✓– The wobbly lines of the drawing and words create an interesting handmade/inky effect.✓ ✓
OR
Type – The letters form a shape on the inside of the orange. (3)
[30]

TOTAL SECTION B: 80

SECTION C

QUESTION 9

9.1 Award marks for the THREE geometric shape drawings, as follows:

- Did the student re-draw the photo provided using ADDENDUM A?✓✓
- The quality of the drawing (lines and shapes)✓✓✓✓✓✓✓
- The shadows – do the shapes look three-dimensional?✓✓✓✓✓
- The highlights – do the shapes look three-dimensional?✓✓✓✓
- Did they fill the provided block (did not draw too small).✓✓ (20)

9.2 Award marks for each of the **FOUR** letters, within these parameters:

- Did the student draw FOUR different letters from the alphabet in a chrome style using **ADDENDUM B**? ✓✓✓✓
- The quality of the drawing (lines and shapes)✓✓✓✓
- The shadows – do the letter shapes look three-dimensional?✓✓✓✓
- The highlights – do the letter shapes look three-dimensional?✓✓✓✓
- Did they fill the provided block (did not draw too small)?✓✓✓✓ (5 x 4) (20)

[40]

QUESTION 10

10.1 Award marks for each of the SIX texture patterns, within these parameters:

- Did they draw SIX different textures based on the supplied images using **ADDENDUM C**? ✓✓✓✓✓✓
- The quality of the drawings ✓✓✓✓✓✓
- Is the organic shape recognisable in the design?✓✓✓✓✓✓
- Does the texture look like a repeatable pattern?✓✓✓✓✓✓
- Did they fill the provided block (did not draw too small)?✓✓✓✓✓✓ (6 × 5) (30)

10.2 Award marks for each of the FOUR plate designs, within these parameters:

- Did the student draw FOUR different texture patterns onto the plate images provided in ADDENDUM D?✓✓✓✓
- The quality of the drawings✓✓✓✓
- Is the organic shape recognisable in the design?✓✓✓✓
- Does the texture look like a repeatable pattern✓✓✓✓
- Did the student use their designs from **ADDENDUM C**?✓✓✓✓ (4 × 5) (20)

[50]

TOTAL SECTION C: 90
GRAND TOTAL: 200

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