



NCFE Level 1/2 Technical Award in Art and Design (603/2964/6)

Sample 2018

Unit 01 Understand the creation of art and design work

Mark Scheme

v1.1

SAMPLE

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 objective(s) 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 once you have been standardised.
- 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 relevant material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each section should be clearly and legibly recorded in the grid on the front of the question paper.
- 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 levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, 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 use exemplar learner responses to compare to live responses, to decide if it is 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 either, that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives

This unit requires learners to:

AO1	Recall knowledge and show understanding.
AO2	Apply knowledge and understanding.
AO3	Analyse and evaluate knowledge and understanding.

The weightings of each assessment objective can be found in the qualification specification.

SAMPLE

Section 1

Total for this section: 40 marks

Question number	Marking guidance	Marks
1 (a)	<p>The Impressionist Art Movement was characterised by their innovative techniques and inventive use of colour.</p> <p>Which art discipline is most closely related to the Impressionist Art Movement?</p> <p>1 mark for correctly identifying that painting is the discipline most commonly associated with the Impressionist Art Movement.</p>	<p>1</p> <p>AO1=1</p>
1 (b)	<p>Identify two key artists involved in the Impressionist Art Movement.</p> <p>2 marks, one for each correct artist identified.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Claude Monet (1) • Pierre Auguste Renoir (1) • Camille Pissarro (1) • Edgar Degas (1) • Alfred Sisley (1) • Henri Marie Raymond de Talouse-Lautrec (1) • Paul Cezanne (1) • Edouard Manet (1) <p>Credit any other suitable response.</p>	<p>2</p> <p>AO1=2</p>

<p>1 (c)</p>	<p>Identify two contextual factors that led to the development of the Impressionist Art Movement and analyse why they were significant.</p> <p>6 marks: 1 mark for each contextual factor identified to a maximum of 2. 2 marks for each appropriate analysis of why this would lead to the development of the Art Movement to a maximum of 4 marks.</p> <p>Indicative content Contextual Factors:</p> <p>Developments in colour theory (1) meant Artists were reconsidering how the use of colour (1) could affect the ‘mood’ of a piece of artwork (1)</p> <p>Exploration of new techniques (1) meant Artists were using a more scientific analysis of colour (1) to capture the effects of light in nature (1)</p> <p>Introduction of Photography (1) influenced the composition (1) of impressionist paintings (1)</p> <p>Cultural influences from Japanese Woodblocks (1). Their asymmetrical arrangements and contrasting large areas of flat colour with patches of intricate pattern (1) offered a compositional format that the Impressionists could use to develop their ideas about colour (1)</p> <p>Introduction of Paint in Tubes (1) allowed Artists to take their studios outside (1) and the Impressionists were the first group to embrace painting 'en plein air' (painting outside) (1)</p> <p>Rejection of the Traditional Salon Académie des Beaux Arts. (1) Their innovative approach meant the Art establishment shunned them (1) and this helped to form them as a group to be able to exhibit their work independently (1)</p> <p>Credit any other suitable response.</p>	<p>6</p> <p>AO1=2</p> <p>AO3=4</p>
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<p>2 (a)</p>	<p>Which decade did the Pop Art Movement emerge in Britain and the United States?</p> <p>1 mark for correctly identifying that the Pop Art Movement started in the 1950's.</p>	<p>1</p> <p>AO1=1</p>															
<p>2 (b)</p>	<p>Pop Art has been described as a Zeitgeist, which can be translated as ‘Spirit of the Age’.</p> <p>Identify and evaluate the contextual factors that led to the emergence of the Pop Art Movement.</p> <p>Reference the work of a minimum of two artists that you have studied to illustrate your answer.</p> <table border="1" data-bbox="357 624 1327 1980"> <thead> <tr> <th data-bbox="357 624 451 667">Level</th> <th data-bbox="451 624 587 667">Marks</th> <th data-bbox="587 624 1327 667">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="357 667 451 1028">3</td> <td data-bbox="451 667 587 1028">11 – 15</td> <td data-bbox="587 667 1327 1028"> A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout. Application of knowledge and understanding is appropriate, with clear relevance to the context. Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements. </td> </tr> <tr> <td data-bbox="357 1028 451 1503">2</td> <td data-bbox="451 1028 587 1503">6 – 10</td> <td data-bbox="587 1028 1327 1503"> A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently. Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors Analysis and evaluation is present and effective but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant. </td> </tr> <tr> <td data-bbox="357 1503 451 1939">1</td> <td data-bbox="451 1503 587 1939">1 – 5</td> <td data-bbox="587 1503 1327 1939"> A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident. Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors. Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant. </td> </tr> <tr> <td data-bbox="357 1939 451 1980"></td> <td data-bbox="451 1939 587 1980">0</td> <td data-bbox="587 1939 1327 1980">Insufficient evidence for a grade to be awarded</td> </tr> </tbody> </table>	Level	Marks	Description	3	11 – 15	A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout. Application of knowledge and understanding is appropriate, with clear relevance to the context. Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.	2	6 – 10	A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently. Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors Analysis and evaluation is present and effective but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.	1	1 – 5	A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident. Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors. Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.		0	Insufficient evidence for a grade to be awarded	<p>15</p> <p>AO1=3</p> <p>AO2=6</p> <p>AO3=6</p>
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	<p>Indicative content</p> <ul style="list-style-type: none">• Post War Optimism – After the horrors experienced by many in Europe during the Second World War the 1950's saw a growing sense of optimism which was encouraged by a strong economic boom.• Cultural Rebellion – The development of Pop Art coincided with the globalization of pop music and youth culture, personified by Elvis, Marilyn Monroe and the Beatles.• Reaction Against Dominant Art Trends – Prior to the Pop Movement, the ideals of Abstract Expressionism were dominating the contemporary art scene. The emergence of Pop Art in both America and the UK has been described as a reaction against the 'seriousness' of Abstract Expressionist painting.• Media Boom – During this time the television replaced radio as the dominant media outlet. This led to a greater emphasis for commercial visual Arts and this was often where Pop Artists started their early career.• Emergence of mass production and consumerism – The introduction of mass production techniques in manufacturing, coupled with the economic boom led to unprecedented consumerism. Pop Art sought to reference popular culture and mirror this by becoming a commodity itself. <p>Credit any other suitable responses.</p>	
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2 (c)	<p>Roy Lichtenstein’s ‘Whaam!’ is an iconic work of the Pop Art Movement and perhaps his most famous painting. ‘Whaam!’ is one of the several works by the artist, which depict aerial combat.</p> <p>Analyse Roy Lichtenstein’s use of:</p> <ul style="list-style-type: none"> • line • colour • composition. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5 – 6</td> <td>Application of knowledge and understanding is appropriate, with clear relevance to the context.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3 – 4</td> <td>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1 – 2</td> <td>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>Insufficient evidence for a grade to be awarded</td> </tr> </tbody> </table> <p>Indicative Content</p> <p>Line Bold use of black lines to define outlines and shapes within the image Direction of line emphasising perspective leading the viewer’s eye to the centre of the image Any other well justified comments regarding line</p> <p>Colour Application of flat areas of colour Limited colour palette Bold colours emphasise linked to comic books Any other well justified comments regarding colour</p> <p>Composition Close cropped composition, gives the impression of movement Image narrative moves from left to right following the conventions of graphic novels and comic books Division of space</p> <p>Credit any other suitable responses.</p>	Level	Marks	Description	3	5 – 6	Application of knowledge and understanding is appropriate, with clear relevance to the context.	2	3 – 4	Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.	1	1 – 2	Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.		0	Insufficient evidence for a grade to be awarded	6 AO2=6
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<p>2 (d)</p>	<p>Select one other artist from the Pop Art Movement and compare and contrast the artists use of:</p>		<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>	
	<ul style="list-style-type: none"> • line • colour • composition <p>with the work of Roy Litchenstein.</p>			
	Level	Marks		Description
	3	7 – 9		<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p>
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	<p>This question allows candidates to select an Artist of their choice with explicit reference to the question.</p> <p>Any substantiated comments and valid, justified personal opinions in relation to the comparison of artists and their use of visual language in relation to line, colour and composition should be rewarded.</p>	
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SAMPLE

Section 2

Total for this section: 24 marks

Question number	Marking guidance		Marks															
3	<p>The political landscape of a country can have a significant impact on the production of artwork.</p> <p>Evaluate how and why politics can affect the production of art work with reference to a minimum of two artists that you have studied.</p> <table border="1" data-bbox="357 539 1329 1912"> <thead> <tr> <th data-bbox="357 539 448 577">Level</th> <th data-bbox="448 539 587 577">Marks</th> <th data-bbox="587 539 1329 577">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="357 577 448 943">3</td> <td data-bbox="448 577 587 943">9 – 12</td> <td data-bbox="587 577 1329 943"> <p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p> </td> </tr> <tr> <td data-bbox="357 943 448 1424">2</td> <td data-bbox="448 943 587 1424">5 – 8</td> <td data-bbox="587 943 1329 1424"> <p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p> </td> </tr> <tr> <td data-bbox="357 1424 448 1872">1</td> <td data-bbox="448 1424 587 1872">1 – 4</td> <td data-bbox="587 1424 1329 1872"> <p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p> <p>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p> </td> </tr> <tr> <td data-bbox="357 1872 448 1912"></td> <td data-bbox="448 1872 587 1912">0</td> <td data-bbox="587 1872 1329 1912">Insufficient evidence for a grade to be awarded</td> </tr> </tbody> </table>		Level	Marks	Description	3	9 – 12	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout.</p> <p>Application of knowledge and understanding is appropriate, with clear relevance to the context.</p> <p>Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</p>	2	5 – 8	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently.</p> <p>Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</p> <p>Analysis and evaluation is present and effective but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>	1	1 – 4	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident.</p> <p>Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</p> <p>Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>		0	Insufficient evidence for a grade to be awarded	<p>12</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=6</p>
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	<p>Indicative content</p> <p>This question allows candidates to compare and contrast artists' approaches with explicit reference to specific elements. In the extended response, candidates will be asked to make a judgement on a specific issue.</p> <p>Candidates who reference only 1 appropriate Artists can score a maximum of 6 marks.</p>																
<p>4</p>	<p>Where a piece of work is produced can have a huge impact.</p> <p>Describe a piece of artwork that you have studied that has been affected by where it was produced and evaluate the impact.</p> <table border="1" data-bbox="359 703 1329 2074"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>9 – 12</td> <td>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout. Application of knowledge and understanding is appropriate, with clear relevance to the context. Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.</td> </tr> <tr> <td>2</td> <td>5 – 8</td> <td>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently. Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors. Analysis and evaluation is present and effective but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</td> </tr> <tr> <td>1</td> <td>1 – 4</td> <td>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident. Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors. Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.</td> </tr> <tr> <td></td> <td>0</td> <td>Insufficient evidence for a grade to be awarded</td> </tr> </tbody> </table>	Level	Marks	Description	3	9 – 12	A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout. Application of knowledge and understanding is appropriate, with clear relevance to the context. Analysis and evaluation is present and very effective. The conclusions drawn are fully supported by judgements.	2	5 – 8	A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently. Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors. Analysis and evaluation is present and effective but may be lacking appropriate development. There are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.	1	1 – 4	A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident. Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors. Analysis and evaluation, if present, is of limited effectiveness. Attempts to draw conclusions are seldom successful and likely to be irrelevant.		0	Insufficient evidence for a grade to be awarded	<p>12</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=6</p>
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SAMPLE

Section 3

Total for this section: 16 marks

Question number	Marking guidance	Total marks															
5	<p>Yayoi Kusama is well known for her bold use of colour and pattern.</p> <p>Identify one other artist whose use of colour and pattern is a significant visual element in their work.</p> <p>Describe both artists use of colour and pattern.</p> <table border="1" data-bbox="359 555 1327 1536"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7 – 9</td> <td>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout. Application of knowledge and understanding is appropriate, with clear relevance to the context.</td> </tr> <tr> <td>2</td> <td>4 – 6</td> <td>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.</td> </tr> <tr> <td>1</td> <td>1 – 3</td> <td>A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident. Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.</td> </tr> <tr> <td></td> <td>0</td> <td>Insufficient evidence for a grade to be awarded</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Colour Bright simplistic colours create a focal point Reference to limited colour palette Any other well justified comments regarding colour</p> <p>Pattern Well-known for her repeating dot patterns The visual effects of pattern in softening form Decorative detail created by pattern How pattern creates the illusion of depth Any other well justified comments regarding pattern</p>	Level	Marks	Description	3	7 – 9	A wide range of relevant knowledge and understanding is shown, which is accurate and detailed. Subject specific terminology is used consistently throughout. Application of knowledge and understanding is appropriate, with clear relevance to the context.	2	4 – 6	A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors. Subject specific terminology is used, but not always consistently Application of knowledge and understanding is mostly appropriate, but sometimes lacks clarity, and there may be a few errors.	1	1 – 3	A limited range of relevant knowledge and understanding is shown, but is often fragmented. Subject specific terminology, if used, is often inappropriate and a lack of understanding is evident. Application of knowledge and understanding is inappropriate, with any attempt showing fundamental errors.		0	Insufficient evidence for a grade to be awarded	<p>9</p> <p>AO1=3</p> <p>AO2=6</p>
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	<p>This question allows learners to select an artist of their choice with explicit reference to question. In the extended response, candidates will be asked to make a judgement on a specific issue. Candidates are expected to provide substantiated reasons to support their personal opinions.</p> <p>Any substantiated comments and valid, justified personal opinions should be rewarded. These opinions can be either positive or negative.</p>	
<p>6 (a)</p>	<p>The Wassily Chair, also known as the Model B3 chair, was designed by Marcel Breuer in 1925-1926 in Dessau, Germany.</p> <p>Name the Art Movement that the Wassily Chair is associated with.</p> <p>1 mark for correctly identifying the Bauhaus Art Movement.</p>	<p>1</p> <p>AO1=1</p>
<p>6 (b)</p>	<p>Marcel Breuers design follows three key principles:</p> <ul style="list-style-type: none"> • ‘Form follows function’ • ‘Products for a machine age’ • ‘Everyday objects for everyday people’ <p>Describe how the Wassily Chair demonstrates these three key principles.</p> <p>6 marks, 2 marks awarded for each principle described.</p> <p>Indicative content</p> <p>Form follows Function – The chair is stripped back to a minimalist approach (1) only consisting of those elements essential for it to function as a chair (1).</p> <p>Products for a machine age – Based on the design of a bicycle, the chair made use of new technology (1) that allowed steel tubing to be bent and manipulated without collapsing (1).</p> <p>Everyday objects for everyday people – The chair was designed to be easily and inexpensively manufactured (1). The idea was to create a chair for everyone to use, not something to be elevated to a high status (1).</p> <p>Credit any other suitable responses.</p>	<p>6</p> <p>AO2=6</p>

Assessment objective grid

Question	AO1	AO2	AO3	Total
Section 1				
1 (a)	1			1
1 (b)	2			2
1 (c)	2		4	6
2 (a)	1			1
2 (b)	3	6	6	15
2 (c)		6		6
2 (d)	3	3	3	9
Total	12	15	13	40
Section 2				
3	3	3	6	12
4	3	3	6	12
Total	6	6	12	24
Section 3				
5	3	6		9
6 (a)	1			1
6 (b)		6		6
Total	4	12	0	16
Paper Total	22	33	25	80
%	27.5	41.25	31.25	100