

Qualification Name: NCFE Level 2 Certificate in Creative Studies: Craft (601/0043/6)

Assessment Window: September - December 2019

Task 1			
Assessment criteria:	Pass:	Merit:	Distinction:
1.1 Interpret the requirements of a craft brief	Learners interpret the requirements of a craft brief.	Learners show a critical understanding of the requirements of the brief.	Learners demonstrate a thorough understanding of the brief and its requirements.
Range:	Craft brief: instructions outlining the requirements for the design solution, describing what has to be designed and why.		
a) Describe b) Analyse c) Explore	<p>The learner will evidence that they can extract some basic and generic information from the brief correctly.</p> <p>The learner will include a minimum of one aspect from the 3 bullet points in a) (Describe or Analyse or explore...)</p> <p>a) Learners will have included a basic description detailing some basic requirements of the brief.</p> <p>or</p> <p>b) Learners will have included some basic analysis of the creative opportunities these will be predictable and will lack creativity and imagination.</p> <p>or</p> <p>c) Learners will evidence exploration of the creative challenges, this will be basic and predictable.</p> <p>or</p> <p>Learners may have attempted all 3 bullet points. Answers for each bullet are inconsistent or not fully attempted or completed.</p>	<p>The learner will evidence that they can extract most information from the brief correctly.</p> <p>a) Learners will have included a description detailing most of the requirements of the brief.</p> <p>and</p> <p>b) The learner will evidence critical understanding of the requirements of the brief by providing some analysis and/or evaluation and/or opinion, and/or reasons for:</p> <p>c) The creative opportunities the brief presents</p> <p>or</p> <p>The creative challenges the brief presents</p> <p>(Bullet a with bullet b or c required for a merit)</p>	<p>The learner will evidence that they can extract all available information from the brief correctly.</p> <p>Interpretations should be complete and in some detail.</p> <p>a) Learners will have included a thorough description detailing the requirements of the brief.</p> <p>and</p> <p>b) The learner will evidence critical understanding of the requirements of the brief by providing some analysis and/or evaluation and/or opinion, and/or reasons for:</p> <p>The creative opportunities the brief presents</p> <p>and</p> <p>c) The creative challenges the brief presents</p> <p>(Bullets a, b and c required for a Distinction)</p>
Glossary of Terms:	Interpret: Understand and provide a meaning	Critical understanding: The ability to deconstruct, analyse and evaluate, and express opinion	Thorough: Completed fully, in some detail

Task 2			
Assessment criteria:	Pass:	Merit:	Distinction:
<p>1.3 Research information using a range of different sources</p> <p>1.4 Collate and present findings from sources to inform their own craft ideas</p>	<p><i>Learners research information using a limited range of different sources.</i></p> <p><i>Learners collate and present findings from sources to inform their own craft ideas.</i></p>	<p><i>Learners demonstrate detailed research from a range of sources.</i></p> <p><i>Learners clearly collate and present detailed findings from sources to inform their own craft ideas.</i></p>	<p><i>Learners show a perceptive study of sources relating to their own work.</i></p> <p><i>Learners present findings in a sophisticated and creative way.</i></p>
<p>a) Research</p> <p>b) Collate and present findings</p> <p>And</p> <p>How these will inform ideas</p>	<p>a) Learners will use at least 3 different sources (e.g. website, magazine, event, photographs, blogs, book, other people's work) to research information for their chosen craft. A source can be in either a physical or in a digital format: e.g. a shop (online or physical), a magazine (online or physical), and a newspaper (online or physical) are three different sources.</p> <p>Internet-only research, where no physical alternative is applicable, will be classed as a single source. This internet-based source is accepted in addition to alternative online formats of physical sources. A result from an online image search will be accepted alongside an online magazine as being two separate sources, however two online image searches will be accepted as a single source (website).</p> <p>Learners will reference the different sources they have used by clearly stating the source.</p>	<p>a) Learners will use at least 3 different sources (e.g. website, magazine, event, photographs, blogs, book, other people's work) to research information for their chosen craft. A source can be in either a physical or in a digital format: e.g. a shop (online or physical), a magazine (online or physical), and a newspaper (online or physical) are three different sources.</p> <p>Internet-only research, where no physical alternative is applicable, will be classed as a single source. This internet-based source is accepted in addition to alternative online formats of physical sources. A result from an online image search will be accepted alongside an online magazine as being two separate sources, however two online image searches will be accepted as a single source (website).</p> <p>Learners will reference the different sources they have used by clearly stating the source.</p> <p>Research will be detailed, logical and thorough.</p>	<p>a) Learners will use at least 3 different sources (e.g. website, magazine, event, photographs, blogs, book, other people's work) to research information for their chosen craft. A source can be in either a physical or in a digital format: e.g. a shop (online or physical), a magazine (online or physical), and a newspaper (online or physical) are three different sources.</p> <p>Internet-only research, where no physical alternative is applicable, will be classed as a single source. This internet-based source is accepted in addition to alternative online formats of physical sources. A result from an online image search will be accepted alongside an online magazine as being two separate sources, however two online image searches will be accepted as a single source (website).</p> <p>Learners will reference the different sources they have used by clearly stating the source.</p> <p>Research will be detailed, logical and thorough.</p>

	<p>b) Learners will collate and present findings from their sources/research. These are inconsistent or not fully attempted or completed.</p> <p>Learners will have begun to provide basic evidence of ideas yet it will not be clear how the research has informed own craft ideas.</p>	<p>b) Learners research will be clearly collated and presented in some detail</p> <p>The learners will evidence how their findings will inform their own craft ideas with some detail</p> <p>Not all sources need to show how they have informed ideas.</p>	<p>b) Learners' research will be clearly collated and presented. Examples will be less obvious and demonstrate insight and understanding.</p> <p>The learner will be perceptive in the choices they make specifically demonstrating how the research/sources have informed their craft ideas. Ideas will be developed and refined.</p> <p>At least three sources must show they have informed ideas.</p>
Glossary of Terms:	No glossary of terms for Pass	<p>Detailed: Thorough and in-depth</p> <p>Thorough: Completed fully, in some detail</p> <p>Clearly: Logically and without possibility of misunderstanding</p>	<p>Perceptively: Showing insight and understanding</p> <p>Sophisticated: Developed, refined, advanced</p> <p>Creativity: Originality, imaginatively expressed</p>

Task 3			
Assessment criteria	Pass	Merit	Distinction
1.2 Compare and evaluate different craft techniques	Learners compare and evaluate different craft techniques.	Learners show a critical understanding of different craft techniques outlining their use and limitations.	Learners make critical judgements on the use of different craft techniques.
a) Carry out experimentation b) Compare and evaluate c) Describe d) Explain e) Research costs	a) The learner will have undertaken basic experimentation with a minimum of 2 techniques and provided basic evidence of their basic experimentations. b) The learner will have compared at least 2 techniques , comparisons may not provide links between the techniques c) Learners will briefly and in basic detail describe the possibility/ties or limitation/s of each technique. Learner's descriptions may provide obvious statements regarding the techniques. e) The learner will provide limited and basic research of costings. The learner's research will be inconsistent and not fully completed with only some cost elements researched.	a) The learner will have undertaken thorough experimentation with a minimum of 2 techniques and provided clear evidence of their experimentations. b) The learner will have compared at least 2 techniques , comparisons will include links between the two. Learners will evidence critical understanding in their evaluation of at least 2 techniques and provide some clear analysis and/or evaluation and/or opinion about the techniques that is mostly correct. c) The learners will in detail , describe the possibility/ties and limitation/s of each technique. e) The learner will provide evidence of research of costings for materials and /or tools/techniques	a) The learner will have undertaken thorough experimentation with a minimum of 2 techniques and provided clear evidence of their experimentations. Learners will have completed experiments which are purposeful and will begin to demonstrate that they recognise the creative potential of the discoveries made during their experiments to inform their craft ideas b) The learner will have compared at least 2 techniques , comparisons will include links between the two. c) The learners will describe in detail the possibility/ties and limitation/s of each technique. Candidates will describe in detail , decisions regarding chosen techniques, providing justifications for their selections based on their own research. Evidencing critical understanding by providing some clear analysis and/or evaluation and/or opinion about the techniques that is mostly accurate. d) Learners will begin to provide some explanation and clear justification of why they have selected these techniques. e) The learner will provide evidence of research of costings for materials and tools/techniques

Glossary of Terms	Evaluate: Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess	Critical understanding: The ability to deconstruct, analyse and evaluate, and express opinion	Critical judgement: Application of a critical understanding informing decisions
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Task 4			
Assessment criteria	Pass	Merit	Distinction
1.5 Develop a range of craft ideas appropriately in response to a brief	<i>Learners develop a range of craft ideas appropriately in response to a brief.</i>	<i>Learners develop a detailed range of craft ideas appropriately in response to a brief.</i>	<i>Learners produce a series of inventive and creative ideas in response to a brief.</i>
a) Develop b) Annotate	<p>a) The learner will have evidenced a minimum of 3 partially developed ideas, which in most, appropriately respond to the brief.</p> <p>Learner's ideas will be basic and predictable and will lack imagination.</p> <p>b) Learners will have basic annotations showing how their ideas in most, appropriately meet the brief. Annotations will be minimal.</p>	<p>a) The learner will have evidenced a minimum of 3 developed ideas, which appropriately respond to the brief.</p> <p>Ideas evidenced will be detailed and appropriate.</p> <p>b) Learners will have annotations showing how their ideas mostly and appropriately meet the brief. Annotations will be thorough.</p>	<p>a) The learner will have evidenced a minimum of 3 developed ideas, which appropriately respond to the brief.</p> <p>The learner will evidence inventive and creative Ideas that are fully developed.</p> <p>b) Annotations will mostly provide justification on how their creative intentions relate to the brief/theme.</p> <p>The justifications will avoid unnecessary repetition or duplication of references and ideas.</p> <p>There should be a clear link to each developed idea (series).</p>
Glossary of Terms	Appropriate: Relevant to the purpose/task	Detailed: Thorough and in-depth	Inventive: Having creativity borne of original thought Creativity: Originality, imaginatively expressed

Task 5			
Assessment criteria	Pass	Merit	Distinction
1.6 Select and present final idea giving reasons for choice	<i>Learners select and present final idea giving reasons for choice.</i>	<i>Learners justify the selection of their final idea and confidently present their reasons for their choice.</i>	<i>Learners make a sophisticated presentation of their final idea, giving thorough and detailed reasons for their choice.</i>
<ul style="list-style-type: none"> • Present final idea • Reasons for choice 	<p>Learners will show which idea/s they have selected.</p> <p>It will be presented in an appropriate format (e.g. design boards, portfolio etc.)</p> <p>Learners will give clear reasons for their selection. Reasons and or selections may not be entirely suitable and will minimally meet the brief.</p>	<p>Learners will show which idea/s they have selected.</p> <p>Pass criteria and:</p> <p>Learners will give clear justifications for their selection of final idea. Justifications will show creative potential of final ideas and reflect the aspects of the brief.</p> <p>There should be some links back to initial intentions when interpreting the brief.</p> <p>Learners will confidently (with clear intentions) present final idea.</p>	<p>Learners will show which idea/s they have selected.</p> <p>Merit criteria and:</p> <p>Final idea will be refined and developed.</p> <p>Learners will give clear justifications for their selection. Reasons and or selections will be thorough.</p>
Glossary of Terms		<p>Justify- Give reasons or evidence to support an opinion</p> <p>Confidently: With certainty in own ability</p>	<p>Sophisticated: Developed, refined, advanced</p> <p>Thorough: Completed fully, in some detail</p>

Task 6			
Assessment criteria	Pass	Merit	Distinction
1.7 Produce a costed project plan based on ideas developed	<i>Learners produce a costed project plan based on ideas developed.</i>	<i>Learners produce a detailed and fully costed project plan based on research into prices and availability of materials and tools.</i>	<i>Learners produce a convincing and sophisticated project plan.</i>
Plan to include: <ul style="list-style-type: none"> • Stages of creation • Materials and tools • Breakdown of costs 	<p>Candidates will produce a basic project plan that will include stages, materials and costs.</p> <p>The plan will partially reflect their selected idea for production.</p>	<p>Candidates will produce a fully detailed project plan that will include stages, materials and costs.</p> <p>The plan must mostly reflect their selected idea for production.</p>	<p>Candidates will produce a fully detailed and credible project plan that will include stages, materials and costs.</p> <p>The plan must fully reflect their selected idea for production.</p> <p>The plan will be presented well in an appropriate format such as table or spreadsheet.</p>
Glossary of Terms		<i>Detailed:</i> Thorough and in-depth	<i>Convincing:</i> Persuasive and credible