

NCFE Level 2 Certificate in Creative Studies: Craft (P000857)

Assessment window: 10 September 2019 – 02 December 2019

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

Key points:

- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment- V Certs
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria
- planning in the external assessment.

It's important to note that learners shouldn't sit the external assessment until they've taken part in the relevant teaching of the unit to ensure they are well prepared for the external assessment.

Administering the external assessment

The external assessment (both supervised and invigilated) must be independent from the teaching of the unit. Work completed during the teaching of the unit cannot be used in the external assessment. Any stimulus materials used by the centre during the teaching of the unit cannot be used in the external assessment. Learners must complete all of the tasks independently.

The completion of the supervised tasks must be supervised by the Teacher and can be sat in the normal classroom environment. The tasks within the supervised period do not need to be invigilated, however, must be conducted in line with the conditions set out within our Regulations for the Conduct of External Assessment V Certs. The supervised tasks must be treated independently from the teaching of the unit and learners must complete all tasks independently. This means the supervised tasks must not be Teacher led.

The completion of the invigilated tasks must be invigilated and sat in accordance with the Regulations for the Conduct of External Assessment - V Certs.

It's important that the external assessment is sat in accordance with the specified conditions within this document.

Standard of learner work

There has continued to be an improvement to the standard of work in all tasks in this marking window and this has had positive impact on the overall achievement of the external assessment.

This window had a very small number of entries compared to previous windows and this was expected with the qualification no longer holding performance points.

The submissions covered a range of disciplines such as wood craft, fashion, textiles and product design. The theme 'Funktional Crafts' was also interpreted well by most learners.

Overall, there was good evidence of well-presented work and clearly referenced tasks.

As in previous windows there was some evidence of learners not reading the task requirements and misunderstanding that some tasks have more than one part. In some cases, if a task is not completed for all parts, in the entirety, this did not allow mandatory pass Assessment Criteria (AC) to be achieved. Therefore, this may also result in a Not Yet Achieved (NYA) for the overall assessment of Unit 3.

Learners must be advised that if there are multiple parts to a task (e.g. A and B) then all parts of a task must be attempted.

The use of digital evidence was quite limited, however where evident this continued to be effective for Tasks 5 and 6 where learners have used software programmes to develop ideas (AC 1.5) and visually represent final ideas (AC 1.6).

Higher achieving learners demonstrated thorough interpretations of the brief, focused and purposeful research. Research had also been carefully collated and well presented to clearly inform the development of a wide range of design ideas; this resulted in a highly presented final idea supported by a detailed and convincing project plan.

There was also some evidence of learners not responding individually, in these cases learners produced quite similar interpretations of the theme and associated evidence for all tasks. Learners will be best placed to achieve higher criteria if they respond to the craft design brief individually. The unit specification and external assessment paper states that learners must be encouraged to do this.

Although there has continued to be an improvement of learners using a wide range of research sources, there has continued to be evidence of some learners not referencing these sources and this can limit achievement.

Some submissions were not considered to be at the creative or technical standard which is consistent with the level of the qualification. It is the centre's responsibility to ensure that the content of the unit is delivered in its entirety, prior to learners undertaking the external assessment. In addition, it is the centre's responsibility to ensure learners are recruited with integrity at the correct level. It was evident in this window that some learners were more suitable for the Level 1 qualification where they are not required to Pass an external assessed unit.

Regulations for the Conduct of External Assessment- V Certs

Malpractice

Examples of malpractice include evidence of learners being provided with templates in order to respond to the Tasks within the External Assessment, identical responses to the brief and associated Tasks and feedback within evidence.

Maladministration

Examples of maladministration include evidence whereby the centre haven't administered the external assessment in line with the Regulations for the Conduct of the External Assessment.

Centres are reminded of the conditions within our Regulation associated with the supervised sessions, this should not be teacher led and learners must independently approach the brief and associated Tasks.

All incidents of reported malpractice and maladministration will be investigated to ensure the integrity of the assessment.

Referencing of external assessment tasks

Referencing of the tasks has continued to improve and the majority of learners labelled their work effectively per task. It was also positive to see a range of formats of evidence submitted to best reflect the craft discipline learners have worked in.

There were some submissions that consisted of unclear and / or no referencing of tasks. Teachers and the Invigilator must ensure learners are aware how to label evidence correctly, per task. This should also include reference to multiple parts of any task.

Learners are clearly informed to label each task separately within the Regulations for the Conduct of the External Assessment.

Failure to follow this requirement may have significant implications for the awarding of learner grades. If Examiners are not easily able to identify which evidence relates to which task, then a Not Yet Achieved grade may be awarded.

Learners should be instructed to attempt all tasks in the paper, and these should be clearly referenced. Any tasks not attempted or not referenced cannot be rewarded and a grade of Not Yet Achieved will be awarded. This will result in an overall grade of Not Yet Achieved for the external assessment unit.

Evidence creation

In this unit, centres are required to deliver 30 hours of teaching and learning guided by the unit content. This must be done prior to learners undertaking the external assessment. Most learners seemed to be well prepared for the external assessment and seemed to understand the requirements for each task.

Most learners chose to work in a single craft discipline however, multiple disciplines are also permitted.

Although it is the learner's choice, it is expected that they would choose to work with materials, techniques and processes that they are familiar and experienced in, however in some cases this did not happen. Even though learners are not required to produce a craft product, they must still demonstrate understanding of researching relevant information to inform ideas for their own craft product (AC 1.3 and 1.4), experiment with relevant craft techniques (AC 1.2), develop appropriate ideas for a craft product (AC 1.5) and select a final idea to plan production for (AC 1.6 and 1.7). All these tasks should be with clear relevance and understanding of their chosen craft discipline.

Most learners provided a good interpretation of the craft design brief and responded well to the theme, there was also some good evidence of learners demonstrating how they explored the limitations and challenges of the brief, however some learners did not attempt to explore any creative challenges or opportunities of the brief and this limited the awarding of higher assessment criteria.

Most learners submitted a valid range of research sources that were relevant to their chosen craft discipline. It was also positive to observe the use of primary research sources. However, there continued to be some learners who did not understand the required difference of sources (particularly the use of online sources) or did not clearly reference these. Referencing at least three different sources is a mandatory part of Task 2 and if this is not clear then a NYA may be awarded. As in previous windows, most learners used online sources and this is expected and acceptable, however learners should clearly differentiate between online sources to ensure these are valid and not all websites. (e.g. an online magazine, an online shop and a website).

There was good evidence of practical exploration and this was highly effective. Most learners were able to make valid comparison as required, however some comparison between techniques were limited in analysis and evaluation to achieve higher grades.

In most cases, learners used visual techniques effectively to present their ideas. However, not all visual evidence had been annotated to show development or the reasons for choosing their final idea and these are mandatory elements of Tasks 4 and 5.

The majority of learners submitted good and well-presented costed project plans; most were detailed and reflected their selected final idea effectively. However, there was some evidence of limited costed plans that had very similar evidence of research of costs and not always relevant to their own final idea.

As learners are not required to create an actual craft product in this assessment, teaching and learning of the unit content should be extensive with regard to interpreting a design brief, comparing and evaluating relevant craft techniques, research using a range of sources (primary and secondary), collating information and presenting findings, developing ideas, selecting final ideas, presenting / communicating ideas and producing a costed project plan. The delivery of all learning outcomes is mandatory prior to learners taking the external assessment paper.

Interpretation of the tasks and associated assessment criteria

Task 1– AC 1.1

In this task, learners are required to interpret the requirements of a craft brief, inclusive of analysing the creative opportunities and exploring the creative challenges that the brief presents.

Most learners evidenced this task effectively by creating mind maps, annotated mood boards, written notes and in some cases rough design sketches. Some learners included evidence that was not wholly relevant and more appropriate for later tasks. This task is not about exploring the opportunities and challenges of their ideas and there was some misinterpretation of this evident.

There was mostly an effective interpretation of the theme and learners seemed to engage with the theme well. Some learners provided quite basic interpretations and higher achieving learners demonstrated interesting and imaginative responses within their chosen discipline.

Most learners demonstrated descriptive explorations of the creative opportunities and challenges of the craft design brief. This was mostly evidenced via bulleted lists and written notes; this limited the achievement of higher assessment criteria, as there was limited evidence of critical understanding.

Some learners although they stated headings for opportunities and challenges, did not actually provide any valid interpretation of these in relation to the brief.

Higher achieving learners demonstrated a thorough understanding of the brief and its requirements, inclusive of the theme, client values and intended platform. This was also clearly linked to their planned research in Task 2 and intentions for development in Task 4 and was highly effective to demonstrate a coherent interpretation.

Task 2– AC 1.3 and 1.4

In this task, learners are required to research information using a range of different sources, then collate and present research findings to inform their own craft ideas.

Most learners used a minimum of three different research sources and many learners used more. Although this is very positive some learners are still not clearly referencing different sources, and this can make this assessment criteria difficult to award.

It was good to see that the sources were also relevant to the chosen craft discipline. There was also good use of primary sources and this seemed to support learners understanding of how they could use these sources to inform their own ideas.

There were some learners who submitted evidence of less than the requested three sources or did not reference their sources and these submissions proved very difficult to examine. As in previous windows learners were quite dependent on online sources and this can limit achievement if these are not valid (e.g. all websites rather than a website, online magazine, online shop etc).

Many learners used practical experimentation as part of their primary research and in most cases, this was very successful. Centres are reminded that even if learners have access to the same resources and may use similar techniques, the outcomes and presentation of this evidence should be individual to each learner.

The collation of research findings was mostly good, and most learners were able to achieve assessment criteria 1.4 even if they did not provide at least three sources for assessment criteria 1.3. However, there was also some low level presentations of research where learners had limited collation and no references at all.

Some learners although collated their findings effectively did not fully demonstrate how these would be used to inform their own idea development and this is a mandatory requirement of assessment criteria 1.4 and at times limited the awarding of higher assessment criteria.

Task 3– AC 1.2

In this task, learners are required to carry out practical experimentation with at least two craft techniques in their chosen craft area. They are then required to compare and evaluate at least two different craft techniques that they have experimented with.

Most learners provided good evidence of their own experimentation; however, a minority of learners did not evidence their own experimentation at all.

Many learners evidenced a range of more than two techniques, and this was positive to observe. Higher achieving learners also made consistent links to the brief and own intentions via the experimentation annotations and this improved the purpose of this task.

Most learners made good reference to the limitations and advantages of each chosen craft technique and some were able to make valid comparisons to achieve higher grades.

Higher achieving learners evidenced their practical experimentation using photographs, technical notes and samples. In most cases, these were also supported by informative annotations that demonstrated valid understanding.

There has continued to be some limited comparison in many submissions, in these cases the evidence focused on strengths and weaknesses of the craft techniques rather than comparing at least two techniques.

Task 4 –AC 1.5

This task, requires learners to develop at least three different craft ideas. The craft ideas must be developed in response to the design brief.

Most learners presented hand drawn ideas with annotation in good detail. A minority of learners demonstrated the innovation required to achieve higher grades.

Some visual representation was very basic, however supporting written evidence was sufficient to communicate at least three valid ideas.

There has continued to be an increase of written evidence rather than visual evidence and this task requires both design ideas and the development of the ideas to be communicated. Learners should produce evidence for this task in a format that is best for them, however this task is about developing design ideas so it is expected that some visual communication would be evident.

Learners with weaker drawing skills who were able to represent their ideas digitally, for example using an appropriate software package were more successful at visually communicating their intentions. This was further supported by annotations to demonstrate thought process and how ideas have derived from research.

Task 5– AC 1.6

In this task, learners are required to select and present a final idea, giving reasons for their choice. Reasons should be valid and consistent with the development in Task 4.

There were some excellent presentations for this task, learners who demonstrated competent physical drawing and digital drawing skills consistently achieved higher grades.

There was improvement regarding stating valid reasons for their choice of final idea and these were mostly detailed and related to the brief.

There was also some very basic evidence that was below the level of the qualification.

Some learners did not select an idea from the three developed in Task 4 and this limited this assessment criteria. In some minimal cases, learners submitted evidence completely separate to any of the previous tasks and this significantly limited achievement.

Some learners did not provide a reason for their choice and this is a mandatory requirement to achieve a pass for this assessment criteria.

Most learners that did not do well in Task 4 due to the level of the work generally did not do well in this task either. Some learners also presented a different idea, not part of the development in Task 4 and this limited achievement in this task.

Task 6, AC 1.7

This task requires learners to produce a costed project plan inclusive of all required materials, costs and the stages of production required to make their intended final idea for a craft product selected in Task 5.

Most learners submitted evidence of this task and most was of a good standard and included all the required elements; the stages of production, the materials required and a breakdown of the costs to create the craft item.

Some plans were very detailed and highly presented allowing higher grades to be awarded; in addition, they included full and realistic costings for the chosen idea presented in Task 5. Higher achieving learners made consistent links with their plan, costing research in Task 2, initial ideas in Task 4 and the selected idea in Task 5.

There were some minimal submissions of lower level plans that had been poorly presented, not readable, shown limited refinement and often did not reflect their selected craft item.

Higher achieving learners included an excellent amount of detail such as contingency plans and quality control.

Planning in the external assessment

Centres are reminded to give due attention to the assessment windows of the external assessment. It's not advisable for learners to sit the external assessment early in their programme. It's far more appropriate to enter learners once they have taken part in the relevant teaching to ensure they are well prepared. Centres would be in a better position to prepare their learners for the external assessment following the support of an external moderation visit for the internally assessed units.

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