

**bring out  
your best.**

**Internal assessment  
sample tasks**

NCFE Level 1 Certificate in Creative  
Studies: Craft (601/0489/2)

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## Introduction

NCFE has created a set of sample tasks for each unit which you can contextualise to suit the needs of your candidates to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes and assessment criteria for each unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your candidates, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your candidates and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the candidate's own work can be clearly judged.

Grading descriptors have been written for each assessment criterion within a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the candidate. Assessors must make a judgement on the evidence produced by the candidate to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 4 (page 29) of the qualification specification. Assessors should also refer to the grading criteria glossary of terms which can be found in Section 8 (page 57) of the qualification specification and the grading exemplification document found on the website. More information about internal assessment can be found in our qualification specification in Section 2 (page 16).

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### Supervision of candidates

Teachers are expected to supervise and guide candidates when carrying out work that is internally assessed.

Teachers should supervise the work carried out by candidates to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the candidate. The Teacher must be satisfied that the work produced is the candidate's own and the candidate must declare that the work is their own.

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## Unit 01 Exploring craft skills (A/505/4559)

### Internal assessment task

#### Introduction

Craftspeople use a variety of materials and techniques. Craftspeople understand which materials, tools and equipment to select and how to keep their working environment safe. Developing basic craft skills and knowledge of materials and techniques is what this unit is all about. For this unit you can choose your own starting point or theme or write your own project. You could work with a starting point, theme or project provided by your teacher.

For example, starting points or themes could include:

- distortion
- letters
- wander and wonder
- colour plan
- hat trick.

Project ideas could include:

- craftwork for a location which describes the themes and values of the users of the site
- craftwork responses to surfaces/patterns/textures/shapes/forms found in a favourite or significant location.

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#### Task details:

##### Task 1 (AC 1.4)

You must clearly show how you have worked safely. Record how you have worked safely when using different tools, equipment, materials and resources. You should also make notes or produce a risk assessment showing how you have worked safely within your environment.

##### Task 2 (AC 1.1)

As you begin to work on your theme or project you'll think about different materials you could use. Identify the materials which will be appropriate for your theme or project. You need to describe the properties of these different materials. You need to record your discoveries. You can use annotated photographs of 3D work if you are working in this media.

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## **Unit 01 Exploring craft skills (A/505/4559) (cont'd)**

### **Task 3 (AC 1.2)**

You'll need to select the most suitable materials and techniques. You need to record the reasons for your selections and how you have done this.

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### **Task 4 (AC 1.3)**

You'll start work on your theme or project using the tools, equipment and materials that you have selected. You'll use the most appropriate tools, equipment and materials for different parts of the work. You'll need to record how you are using tools, equipment and materials. You could do this by making several experimental pieces of work.

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#### **Types of evidence:**

- candidates' records of taught sessions, eg notes, annotated drawings etc.
  - experimental pieces of work exploring materials and techniques
  - experimental pieces of work exploring tools and equipment
  - photographs
  - witness statement
  - risk assessment
  - case studies.
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## Unit 02 Develop design ideas for craft (M/505/4560)

### Internal assessment task

#### Introduction

Craftspeople use ideas from a range of sources for their creative work. This unit is all about researching and developing ideas. In this unit you'll identify sources to inspire and inform your work. You'll then develop your ideas, responding to feedback from others. You'll use tools, materials and techniques to develop craft ideas in 2D and 3D, and observe safe working practices. For this unit you can choose your own starting point or theme or write your own project. You could work with a starting point, theme or project provided by your teacher.

For example, starting points or themes could include:

- distortion
- letters
- wander and wonder
- colour plan
- hat trick.

Project ideas could include:

- craftwork for a location which describes the themes and values of the users of the site
- craftwork responses to surfaces/patterns/textures/shapes/forms found in a favourite or significant location.

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#### Task details:

##### Task 1 (AC 1.7)

Carry out a health and safety risk assessment to include the tools, equipment, materials and resources in your working environment. Make sure that you record this.

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##### Task 2 (AC 1.1)

As you begin to respond to the theme or project, you'll look at sources which could inspire ideas for your work. Identify the sources you think will help you with your work. You'll need to record your sources. These sources could include your responses to visual stimuli, ideas and experiences. You are encouraged to look for sources of inspiration from the work of others. You may be able to visit exhibitions, galleries, museums or libraries.

## Unit 02 Develop design ideas for craft (M/505/4560) (cont'd)

### Task 3 (AC 1.2, 1.3)

You'll now need to use the sources identified in Task 1 to help you develop your ideas and your work. You need to use materials and techniques as you develop your ideas. You should be willing to try out and test ideas and experiment. You should produce some experimental test pieces which use materials and techniques. These experiments will be in 2D and show your ideas.

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### Task 4 (AC 1.2, 1.4)

You'll now need to use the sources identified in Task 1 to help you develop your ideas and your work. You need to use materials and techniques as you develop your ideas. You should be willing to try out and test ideas and experiment. You should produce some experimental test pieces. These experiments will be in 3D and show your ideas.

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### Task 5 (AC 1.5, 1.6)

Share the work you have done with 2D and 3D experiments with others. Record the ideas, materials and techniques you have used. You'll need to clearly communicate your idea(s) to others. You or your teacher can decide how you'll do this and who will be involved. You should think about the best way to clearly communicate your ideas so that others understand your intentions correctly. Make sure that you get feedback from your audience about your work. You need to record your response to this feedback and describe how ideas may be changed or improved.

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#### Types of evidence:

- notes, annotated drawings etc
- sketchbook/workbook, photos, journals
- drawings, mood boards, ideas sheets
- models (Plasticine, balsa wood, Styrofoam)
- CAD, software packages (Photoshop, Google Sketch up, prodesktop)
- photos
- witness statement
- video of group discussion, Teacher or peer review
- audio/visual presentation, performance
- written feedback
- health and safety audit, risk assessment.



## Unit 03 Create ideas in response to a brief (T/505/4561)

### Internal assessment task

#### Introduction

Craftspeople are good at working from a brief. They consider ideas from a range of sources and select the most suitable. This unit is about using the information you have gathered to inform your ideas to respond to a craft brief. You'll also share your ideas and respond to feedback from others. You'll then select the best idea and record your reasons. For this unit you'll not need to produce a final craft item. For this unit you can choose your own starting point or theme or write your own project. You could work with a starting point, theme or project provided by your teacher.

For example, starting points or themes could include:

- distortion
- letters
- wander and wonder
- colour plan
- hat trick.

Project ideas could include:

- craftwork for a location which describes the themes and values of the users of the site
- craftwork responses to surfaces/patterns/textures/shapes/forms found in a favourite or significant location.

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#### Task details:

##### Task 1 (AC 1.1)

As you start to think about your chosen theme or project you'll begin to develop ideas. The ideas you develop will be appropriate to the craft area you work in. Your ideas will be both creative and practical. Make sure that you record a range of ideas in response to the brief. You can decide how you'll do this. You could use a mixture of models, maquettes, designs, drawings, photographs, graphic images, screenshots, written work or collages for example.

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### Unit 03 Create ideas in response to a brief (T/505/4561) (cont'd)

#### Task 2 (AC 1.2, 1.3)

You'll have a range of ideas in response to the brief. You now need to share your ideas with other people. You can choose how you do this. For example, you could join in group discussions or give a presentation of your work – your teacher will give you guidance. When other people have heard/seen your ideas you should get feedback from them. Make sure you record the feedback you get about your range of ideas. You can create your own records or your teacher may do this for you. You'll then record what you think about the feedback on your range of ideas. You'll need to consider changes to your ideas according to what people have said. You should record the reasons for the changes you make.

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#### Task 3 (AC 1.4)

At this point you'll have a range of ideas which have been reviewed using feedback from others. You'll select your preferred idea. You should record reasons for your selection. You can decide how you record this. Methods could include class discussions, debates, annotated work or reflective writing. Use the feedback from others to help you select your preferred idea, this should be the idea which best meets your brief or theme. Give the reasons for your selection. Reflect on how your preferred idea best meets the brief or theme and record this.

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#### Types of evidence:

- models, maquettes, designs, drawings, sketches
  - photographs, graphic images, screenshots
  - written work, analysis
  - podcasts, audio/visual recordings
  - presentation notes
  - discussion notes
  - witness statement, recorded oral feedback
  - observation
  - critiques of others' work.
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## Unit 04 Produce and review final craft work (A/505/4562)

### Internal assessment task

#### Introduction

Craftspeople make things. In this unit you'll produce final craft items following health and safety procedures. You'll create a production plan and will demonstrate a level of skill when using materials and techniques. You'll also review the final craft items and how they match your original ideas. You'll reflect on your own craft-making skills, identifying actions for further development. For this unit you can choose your own starting point or theme or write your own project. You could work with a starting point, theme or project provided by your teacher.

For example, starting points or themes could include:

- distortion
- letters
- wander and wonder
- colour plan
- hat trick.

Project ideas could include:

- craftwork for a location which describes the themes and values of the users of the site
- craftwork responses to surfaces/patterns/textures/shapes/forms found in a favourite or significant location.

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#### Task details:

##### Task 1 (AC 1.1)

You'll have a preferred idea for your final craft item. Using this idea, create a plan for the production of your work. You'll need to consider materials, techniques or processes, and time scales. You can decide how you do this. You could use sketchbooks, annotations, a mind map, a table or chart, work flow diagram or spreadsheet. You need to show when and how you'll apply particular skills, materials and techniques. Your plan will need to include targets which are appropriate and achievable. Your plan should be sufficiently clear or detailed to help you achieve your targets.

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## **Unit 04 Produce and review final craft work (A/505/4562) (cont'd)**

### **Task 2 (AC 1.2)**

Carry out a health and safety risk assessment of the tools and materials and other aspects of the working environment that you intend to use as your work progresses. You could annotate your work practice or your Teacher could record an observation.

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### **Task 3 (AC 1.3, 1.4)**

You'll now produce and display your final craft item(s). Your final work should be appropriate for its purpose, and should show your creative and competent use of materials and techniques. Your work should show that you have made connections between your preferred idea and the final work. This task represents the end stage of a thorough development process. You'll display your work. The display need not be elaborate, but should be appropriate to the work.

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### **Task 4 (AC 2.1, 2.2)**

Produce a review of your final work. You should review the success or otherwise of your final item(s) in relation to the brief or theme. You'll reflect on how well your ideas and final work met the purpose outlined in the brief. You are encouraged to identify where there is room for development. You should then produce an action plan for future work. This action plan should list those areas where you can see scope for improvement and development.

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### **Types of evidence:**

- annotations, mind maps, tables/charts, work flow diagram
  - written statement
  - photographs
  - case study
  - observation, witness statements
  - video
  - peer reports
  - mounted displays, portfolios, exhibition of final work.
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