

NCFE Level 2 Certificate in Creative Studies: Craft (P000283)

Assessment window: September 1st - November 20th 2015

This report contains general information from the Chief Examiner. The aim is to point out the positives and negatives of the scripts in the assessment window to guide you to areas that are doing well and not so well.

Key points:

- administering the external assessment
- standard of learner work
- 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 preparatory and timed period) 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 preparation tasks must be supervised by the Teacher and can be sat in the normal classroom environment. The tasks within the preparation period do not need to be invigilated. However, the preparation tasks must be treated independently from the teaching of the unit and learners must complete all tasks independently. This means the preparation tasks must not be Teacher led.

The completion of the timed 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.

Standard of learner work

Examiners commented on a good standard of work for this assessment window, however there was also evidence of some low level entries.

There were some good examples of creative work submitted during this assessment window; however some seemed to be focused on the technical input and existing craft items rather than the creative aspect of the craft disciplines.

The overall standard of the work produced by learners was generally not at the creative or technical standard which is consistent with the level of the qualification. It's the centre's responsibility to ensure that the unit content is delivered in its entirety, before learners sit the external assessment, to give learners the opportunity to achieve across all 7 assessment criteria.

In addition it's the centre's responsibility to ensure learners are recruited with integrity at the correct level.

Referencing of external assessment tasks

Most learners labelled their work effectively per task, however there is continuous concern regarding learner evidence and referencing. Teachers must ensure learners fully understand how to reference their work correctly per task to ensure examiners are fully aware for which task evidence has been submitted.

Learners are clearly informed to label each task separately within the Regulations for the Conduct of the External Assessment- V Certs document. This wasn't consistently or reliably applied across the evidence during this 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 must avoid referencing their evidence with multiple tasks; the evidence needs to directly relate to a specific task.

Learners should attempt all tasks in the paper, and these should be clearly referenced. Any tasks not attempted or not referenced cannot be awarded 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 sitting the external assessment.

Centres are free to choose a single craft discipline or multiple disciplines within classroom delivery; however the craft discipline chosen for the external assessment should demonstrate a good standard of learner knowledge. In addition any evidence that is produced within the 30 hours teaching and learning cannot be used in the external assessment.

Most learner's demonstrated research using a limited range of sources, more successful learners clearly differentiated between sources making these easier for examiners to identify. In many cases learners did not use their research findings to inform their ideas in response to the design brief.

In most cases learners did use visual techniques (design sheets, screenshots, photographs, sketch pads, and PowerPoint Presentations) to present their final idea/s, however most learners did not clearly demonstrate the selection process, supporting evidence such as annotations were unclear or unjustified. Most learners submitted an effective costed project plan.

It's important that Teachers use the unit content to guide learners within their chosen craft discipline to ensure they understand the requirements for assessment, inclusive of key terminology and design processes.

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 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.

Many learners demonstrated this with mind maps and lists/notes, although this type of evidence outlined the main aspects of the design brief, much of this evidence was simply repetitive of the external assessment brief.

Successful learners demonstrated investigation of the creative opportunities and limitations they may be faced with. However, much of this evidence was focused on the theme of the brief rather than the practicalities such as the chosen craft discipline, possible techniques, possible outcomes, timeframes, own skills or resources.

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 findings to inform their own craft ideas. The range of sources used in this task was limited, many learners used solely online sources and many used unreliable sources (in some cases many sources were not referenced at all).

Teachers should ensure learners have access to a range of sources (eg online, books, guest practitioners, magazines and educational visits) prior to the external assessment. Teachers must also ensure learners know how to correctly reference sources appropriately.

In addition learners are required to collate information from their research findings, this was demonstrated very well by most learners including clear links to research findings and their own ideas. Stronger learners further demonstrated continuous links to purposeful primary and secondary research and continuous links to their own ideas.

Task 3– AC 1.2

In this task learners are required to compare and evaluate different craft techniques, the craft techniques should be relevant to their chosen discipline. Many learners misinterpreted this task and focused on materials and equipment rather than techniques. There was limited individual interpretation by the learners and many learners from the same cohort used the same or similar techniques.

Although the types of evidence for this task are flexible, this should equate to more than simplistic tables that state positive and negative attributes of craft techniques. This level of assessment requires much more detail and learners should be making comparisons between relevant techniques and demonstrate the ability to write evaluative statements.

In addition all techniques evaluated should have direct impact on their own work, for many learners justifications of choice of technique were limited in this task.

Task 4 –AC 1.5

This task requires learners to demonstrate the development of a range of ideas for their craft product, most learners did this via annotated sketches or other annotated visual representation. Although annotations were clearly evidenced these did not demonstrate the development process effectively.

Development evidence for this task was generally very weak. Justifications for developing an idea were very limited for most learners and some learner work this was quite disconnected to their initial intentions and research.

Successful learners demonstrated this task effectively via well-developed design sheets with clear reasons for choice via annotation, in addition developed ideas consistently linked to initial ideas, research and chosen craft discipline.

Task 5– AC 1.6

In this task learners are required to select and present at least one final idea giving reasons for their choice. Some learners misinterpreted this presenting existing craft items, not ideas or designs of their own.

The selection process was not always fully evidenced and in some learner work seemed incomplete as selected ideas lacked justification. Responding to the design brief should be clear and consistent throughout all tasks.

Stronger learners produced well-presented design sheets with relevant and informative annotation that clearly reflected their creative process within their chosen discipline.

Task 6, AC 1.7

This task requires learners to produce a project plan inclusive of all costs required to make their intended craft product. Many learners submitted unrealistic costings that lacked valid research or that were reflective of their chosen product.

There was also some misinterpretation where some learners submitted a step by step account of how they would produce their product rather than a plan demonstrating a timeframe, resources and production stages.

Most learners did attempt a costing sheet, however some evidence was very basic at this level and resulted in bulleted lists or incomplete tables.

The final outcome for this unit is the project plan; therefore at a minimum at this level the plan should demonstrate a timeframe, required resources and production stages associated to the chosen craft discipline.

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.

Chief Examiner:

Date:

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