

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

Assessment window: 01 February- 22 April 2016

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 supervised and invigilated time) 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 time can be sat in a normal classroom environment, however, separate from the teaching of the unit. The tasks within the supervised period do not need to be invigilated; however, learners must complete all tasks independently. This means the preparation tasks completed in this supervised time must not be Teacher led. The invigilated hours must be administered with a trained invigilator.

The completion of the external assessment, both supervised and invigilated time must be 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 satisfactory 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 less focused on the design of new craft items and used existing craft items to influence work. The aim of this unit is for learners to respond to a craft brief independently and this was not wholly evident.

The overall standard of the work produced by learners was generally not seen 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 unit content is delivered in its entirety, before learners sit the external assessment, to allow learners the opportunity to achieve across all seven assessment criteria.

In addition it is 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 which task evidence has been submitted for.

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 seen to be 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. In addition there were some cases where evidence had become detached and if this is not labelled a Not Yet Achieved 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 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 learners submitted a valid range of research sources that were relevant to their chosen craft discipline. It was refreshing to see less dependence on online sources. Research findings had been mostly collated and presented well.

In most cases learners used visual techniques (design sheets, screenshots, photographs, sketch pads, and PowerPoint presentations) to present their final ideas. Where these had been annotated it was clear to see the development and progression of initial ideas. Weaker learners did not demonstrate development effectively and submitted limited annotation to support visual work.

Finally most learners submitted an effective costed project plan.

It is 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 assessment criteria 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. This type of evidence is much more effective when annotations of extended responses were provided.

There was some misinterpretation of the theme celebration; some learners focused their ideas on celebrities and other similar red carpet events. This limited the development of original ideas that used celebration as a theme for their chosen craft item.

Successful learners demonstrated investigation of the creative opportunities and limitations they may be faced with. They made good reference and full consideration to resources, personal skills, potential problems and realistic realisation of their ideas.

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 were mostly quite good and included three different sources as requested on the task. There were minimal learners who submitted evidence of more than the requested three sources.

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 and ensure sources are reliable.

The collation of research findings was mostly quite good and presented satisfactory standards, there were also examples of excellent presentation.

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.

Most learners did this effectively however there was evidence of limited comparison. Evaluation was mainly written or in tables and although this is a valid form of evidence, actual comparison was sometimes overlooked.

Some learners misinterpreted this task and focused on materials and equipment rather than techniques.

This level of assessment requires much more detail and learners should be making comparisons between relevant techniques and not just demonstrate the ability to write summaries or evaluative statements.

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 variable, there was some evidence of learners using templates to design on to and this is not acceptable at this level.

Justifications for developing ideas were mostly effective and made reference to initial intentions. 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.

There was some evidence of learners using templates to design on to and this is not acceptable at this level.

The selection process was not always fully evidenced; responding to the design brief should be clear and consistent throughout all tasks.

Stronger learners produced very 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 realistic costings that have been collated from valid research.

Presentation of the costed project plans was mostly weak and not reflective of the recommended allocation of hours.

There was also 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.

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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June 2016