

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

Assessment window: 5 September - 25 November 2016

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
- referencing of external assessment tasks
- evidence creation
- interpretation of the tasks and associated assessment criteria (AC)
- 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

The standard of work for this marking window was mostly satisfactory; however as in previous windows there was also evidence of many low-level entries.

There was significant evidence of all tasks not being completed in their entirety and this did not allow all Pass assessment criteria to be achieved, resulting in an overall Not Yet Achieved (NYA) for an individual assessment criteria or the overall unit. Learners must be advised that all parts of a task must be attempted.

There were some good examples of creative work submitted during this marking window, higher achieving learners demonstrated excellent skill development within their craft discipline and final design work was clearly individual. This was supported by well justified annotations or design/technical notes, in particular regarding practical experimentation. As in previous windows there was also some entries that 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.

Many submissions were 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. This allows learners to interpret the brief independently and provide the opportunity to achieve across all 7 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

Referencing of the tasks has improved and most learners labelled their work effectively by task or assessment criteria. There were some cases where submissions consisted of multiple evidence formats and no clear referencing, in addition there were some cases where evidence had become detached and if this is not labelled a NYA may be awarded. 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.

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 NYA 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 NYA will be awarded. This will result in an overall grade of NYA 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 provided a valid interpretation of the design brief and explored the limitations and challenges it provided them with. However, there was some misinterpretation of how to deconstruct a design brief independently based on the constraints provided, in addition there was an increase of submissions having the same or very similar product ideas.

Most learners submitted a valid range of research sources that were relevant to their chosen craft discipline, however many of these did seem to be dependent on online sources. There was a significant improvement with practical experimentation as part of the research stage, higher achieving learners seemed to respond well to this and demonstrated creative application and technical competence. Research findings had been mostly collated and presented well.

In most cases learners used visual techniques (design sheets, samples, maquettes, screenshots, photographs, sketch pads, and PowerPoint presentations) to present their ideas and final designs. 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 or other valid evidence to support their visual work. There was also a substantial amount of submissions that demonstrated very low level drawing and design skills. Centres are encouraged to allow learners to submit evidence in a format that best represents their craft discipline and personal strengths to communicate their idea(s) effectively.

Most learners submitted an effective costed project plan. There were some good examples of detailed plans submitted, however some lower level plans lacked consistency with their design ideas and were costed unrealistically.

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 learning outcomes is mandatory prior to learners taking the external assessment.

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 effectively with written statements, notes, mind maps and lists. There was some evidence that simply repeated the external assessment brief rather than stated / communicated a personal interpretation. Evidence for this task was much more effective when an annotation of initial and extended responses was provided.

There was some misinterpretation of the theme summer holiday. Some learners focused their ideas on words such as travel or destinations, rather than relevant connotations of the theme that could be associated with their craft discipline. In some cases this limited the development of original ideas as the actual product became more of a focus rather than how the theme could be communicated within their designs for the exhibition.

Most learners demonstrated some investigation of the creative opportunities and limitations they may be faced with. Weaker learners did this at a limited level and their responses did not demonstrate a full understanding of how to identify these constraints from a design brief. More successful learners made good reference and full consideration to resources, personal skills, potential problems and the 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.

There was an improvement within the range of research sources used and many learners used practical experimentation as part of their primary research and this was mostly successful.

Most learners included at least 3 different sources as requested in the task, there were minimal learners who submitted evidence of less than the requested 3 sources. There was also evidence of learners not referencing their sources and this proved difficult to examine. The validity of some online sources was also considered inappropriate at this level (eg the use of Wikipedia)

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 satisfactory; there were also examples of excellent presentations. Although many learners collated their findings effectively, they did not demonstrate how these would be used to inform their own idea development and this is a mandatory requirement of AC 1.4.

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 via evaluation reports and tables, however there was some limited evidence of comparing the craft techniques and how these related to their own work.

Some learners misinterpreted this task and focused on materials, equipment and resources rather than craft 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 submitted the requested amount of ideas for the task. More successful learners demonstrated the ability to evaluate ideas in response to the brief and constraints, and try out alternative ideas.

Most learners submitted evidence via annotated sketches or other annotated visual representation such as samples and maquettes.

Most learners annotated their work effectively however not all annotations gave valid reasons for choices made or explained the development process.

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. In addition, some visual representation was very weak and not consistent to the standard of this qualification.

There was also significant evidence of some learners producing similar ideas for a product. Learners must be encouraged to interpret the external assessment independently.

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.

There was some evidence of learners using templates to design on to and this is not acceptable at this level. As in task 4 some visual representation was also very weak and not consistent to the standard of this qualification.

Most learners effectively used previous tasks as advised in the paper to select and present their final design idea, reasons given were mostly valid and informative.

The selection process was not always fully evidenced; responding to the design brief should be clear and consistent throughout all tasks, as should relating final selected work to initial ideas. Stronger learners produced well-presented design sheets or other relevant evidence with informative annotation that clearly reflected the 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.

Most learners submitted realistic costings that had been collated from valid research. However weaker learners applied limited research of costings and these were quite unrealistic.

Presentation of the costed project plans was mostly satisfactory and some stronger learners included a good amount of detail such as contingency plans.

Not all learners effectively stated the order of activities or the resources they will require within the project plan. These are both mandatory elements of this task and should clearly reflect the 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 quality assurance visit for the internally assessed units.

Chief Examiner: Lesley Davis

Date: January 2017