

### NCFE Level 2 Certificate in Creative Studies: Craft (P000387)

#### Assessment window: 06 February – 28 April 2017

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.

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#### 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 (Tasks 1, 2 and 3) must be sat in accordance with the [Regulations for the Conduct of External Assessments – V Certs](#). These tasks can be supervised by the Teacher and can be sat in a normal classroom environment. The tasks within the supervised period do not need to be invigilated. However, 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 (Tasks 4, 5 and 6) 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.

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### Standard of learner work

The standard of work for this marking window was differentiated and there was some good evidence, however this was mostly satisfactory.

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 the mandatory Pass assessment criteria to be achieved, therefore resulting in a Not Yet Achieved (NYA) for the overall unit. Learners must be advised that where there are multiple parts to a task (e.g. A and B) then 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 valid research skills and practical skill development within their craft discipline. Most final design work was individual; however, some learners did produce quite similar outcomes and this is not best practice. The unit and external assessment paper encourages individual interpretation of a design brief and this was not consistently evident in the submissions.

Evidence of practical experimentation was highly effective and this was supported by well justified annotations or design / technical notes.

As in previous windows there was also some learners that seemed to be overly influenced by existing craft items and had not used these effectively to focus on the design of new craft items.

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 unit content is delivered in its entirety, prior to learners undertaking the external assessment. This allows learners to interpret and respond to a brief independently and provide 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. It was evident in this window that some learners were more suitable for the Level 1 size of this qualification where they are not required to pass an external assessed unit.

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### Regulations for the Conduct of External Assessment - V Certs

#### Malpractice

Examples of malpractice may include evidence of learners being given templates to work through to create evidence, or the submission of identical learner responses (either written work or audio files). All malpractice issues will be investigated.

It is imperative that centres and learners adhere to the Regulations for the Conduct of External Assessment - V Certs, to ensure the integrity of the qualification and to ensure that malpractice does not take place.

#### Maladministration

Examples of maladministration may, for example, include the presence of unauthorised people during the invigilated element of the assessment. Any concerns will be investigated.

It is imperative that centres and learners adhere to the Regulations for the Conduct of External Assessment - V Certs, to ensure the integrity of the qualification and to ensure that maladministration does not take place.

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#### Referencing of external assessment tasks

Referencing of the tasks has continued to improve and most learners labelled their work effectively by task and/ or assessment criteria. There were some minimal submissions that consisted of multiple evidence formats and no clear referencing, in addition there were some minimal submissions where evidence had become detached.

Learners must ensure evidence is labeled correctly as detailed in the External Assessment paper. If tasks are not clearly labelled a Not Yet Achieved may be awarded.

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.

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#### Evidence creation

In this unit, centres are required to deliver 30 hours of teaching and learning guided by the unit content. This must be carried out prior to learners undertaking the external assessment. It is important that teachers use the unit content to teach learners craft discipline and the key terminology and design processes within it.

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.

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 satisfactory yet valid interpretation of the design brief, there was an improved response to how learners have explored the limitations and challenges the brief 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 still substantial evidence 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, there was a positive further increase in practical exploration and this was highly effective. Some learners did seem to be dependent on online sources and did not seem to be aware of the differences of an online source (e.g. a general website, blog or practitioner online portfolio). Research findings had been mostly collated and presented well, however there was also evidence of very limited collation and presentation methods and below the level of the qualification.

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. Not all visual evidence had been annotated to show development and progression of initial ideas and this is an important element in order to achieve higher assessment criteria. There was also a substantial amount of submissions that demonstrated very low-level of drawing and design skills, learners should submit evidence in a format that best represents their craft discipline and personal strengths to communicate their idea/s effectively.

Most learners submitted a valid and effective costed project plan. There were some excellent examples of detailed plans submitted that achieved the higher end assessment criteria. Lower level plans were poorly presented and lacked consistency with their selected craft item and costs were unrealistic and under researched.

### 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. Most learners demonstrated this effectively yet sometimes minimally via mind maps, mood boards and annotated lists. There was some evidence that simply repeated the external assessment brief rather than communicating an individual interpretation and response. Evidence for this task was much more effective when learners clearly stated their initial ideas based on the theme and how they could respond based on their craft area.

There was generally an effective interpretation of the theme 'Garden'; however some learners focused their ideas on existing and less creative garden products, rather than relevant connotations of the theme that could be associated with their craft discipline. In some submissions, this limited the development of original design ideas as the existing products became more of a focus of what could be duplicated, rather than how the theme could be communicated within new design ideas.

Most learners demonstrated some exploration of the creative opportunities and limitations they may be faced with. This was mostly evidenced via bulleted lists and written notes. Some learner's evidence was limited and incomplete or did not demonstrate a valid understanding of how to interpret 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 within the allocated time plans.

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### 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.

Most learners used a minimum of three research sources and many learners used practical experimentation as part of their primary research and this was highly successful.

There were many learners who submitted evidence of less than the requested three sources. There was also evidence of learners not referencing their sources and this proved very difficult to examine. Online sources also seemed to demonstrate some misinterpretation, for example three websites being considered and referenced as three separate sources.

Learners should access to a range of sources (e.g. online, books, magazines, newspapers and existing products) and reference these sources appropriately.

The collation of research findings was mostly satisfactory, there was also examples of good presentation. However, some collation and presentation was very weak and not at the level of the qualification, this was much more evident for part b (1.4) of this task.

Many learners who collated their findings effectively did not demonstrate how these would be used to inform their own idea development and this is a mandatory requirement of assessment criteria 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 at least two craft techniques and how these related to their own work. In addition, much evidence state strengths and weaknesses of techniques but did not make any valid comparison.

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

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### Task 4 – AC 1.5

This task requires learners to demonstrate the development of a range of ideas for their craft item; most learners submitted the requested three ideas for the task. More successful learners demonstrated the ability to evaluate three or more ideas in response to the brief and constraints. Some learners were not able to demonstrate how they had used previous tasks such as research to develop at least three different or clearly alternative ideas.

Most learners submitted evidence via annotated sketches or other annotated visual representation such as samples and maquettes. This type of evidence was highly successful.

Most learners annotated their work effectively however not all annotations gave valid reasons for choices made or explained the development process. Higher achieving learners were able to explain how they refined ideas in response to their craft area and constraints of the design brief.

Evidence for this task was variable, there was some excellent and highly presented evidence that demonstrated a clear development process in response to valid research, compared with visual representation that 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 interpret the brief and associated tasks in the external assessment paper independently.

### 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. Reasons should be valid and consistent with the development in Task 4.

As in Task 4 evidence was variable. There was some excellent visual representation that has been well justified and highly presented, compared to very limited evidence not consistent to the standard of this qualification. Most learners that did not do well in Task 4 due to level of the work were generally also unsuccessful in this task.

Higher achieving learners effectively used previous tasks to inform the selection of a final design idea and present this well. In addition, 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.

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### Task 6, AC 1.7

This task requires learners to produce a project plan inclusive of all costs required to make their intended craft item.

Most learners submitted realistic costings that had been well researched and collated. In addition, the stages of production were clear and relevant to their craft area. However some learners did not fully research relevant costings and these were quite unrealistic.

Presentation of the costed project plans was mostly satisfactory and some learners achieving a higher grade included a thorough detail such as contingency plans. Some learners provided plans that did not meet the requirements set out by the task and the grading descriptors.

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.

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### 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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**Date:** 7 July 2017