

NCFE Level 2 Certificate in Creative Studies: Graphic Design (600/6907/7)

Assessment window: Spring 2018

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 including areas where further development may be required.

Key points:

- administering the external assessment
- standard of learner work
- Regulations for the Conduct of External Assessment
- 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.

It's important that the external assessment is sat in accordance with the specified conditions.

Standard of learner work

The overall standard of learners' work seen during this window related to the level of this qualification and to an understanding of graphic design. Overall learners seemed to respond well to the paper. There was improved evidence and grades since the last window.

Regulations for the Conduct of External Assessment

Malpractice

Very little malpractice was seen; templates were reported but only for a small number of centres. Centres are reminded that templates/worksheets or other scaffolding material must not be provided, as per the Regulations for the Conduct of External Assessments.

Maladministration

None seen.

Referencing of external assessment tasks

Most learners referenced their evidence to each task, which showed an understanding of the external assessment paper and each assessment criterion.

For some learners, the task references were omitted and it was therefore difficult to work out which task was being addressed in the learner's response. Centres need to rectify this in future external assessments by reminding the learners to read the assessment paper and, as indicated, reference each task.

Evidence creation

A majority of learners started their journey through the 4 tasks with a sense of purpose and with many submissions presenting engaging and appropriate graphical outcomes that responded to external factors – the requirements of the brief.

Interpretation of the tasks and associated assessment criteria

The given design brief gave a choice of 3 starting points to respond to and develop ideas. Learners gave a range of interesting solutions to Vintage Travel, Nautical and Black and White.

Task 1 - AC 1.1

This task had the most evidence attributed to in all submissions. Mostly satisfactory experimentation was seen. Learners who used digital mediums were more successful as they were able to communicate their ideas more succinctly. Good use of CAD was seen, with some centres using Photo-shop and others using 2D Design as a means to develop their solutions. Basic techniques and visual language in each clearly evidenced that learners had been taught well in the build-up to the external assessment. This allowed learners of all abilities to produce meaningful outcomes. Good experimentation work was seen where learners looked at different backgrounds using a variety of media before commencing with the minimum of three design ideas.

A variety of 'drawing papers' were used early on to support learners of all abilities, including isometric paper, squared paper and plain. This seemed to aid learners with possibly weaker drawing skills and allowed them to put their initial thoughts onto paper before attempting to move on.

There were some very basic - below level - submissions that used only one or two techniques such as pencil and ink.

Task 2 - AC 1.2

Generally good and the 2 parts (plan and process records) were evident in the work. Some valid records/annotations of progress were referenced in Task 1. Plans tended to be in table format but higher-achieving learners planned for each of the 3 outcomes in full detail. Some learners' handwriting was very difficult to read. As stated in the last report some learners do not understand the process of planning and revisiting a plan over time.

Task 3 - AC 1.3

This task was possibly the most difficult for learners as they seemed to evidence separate experimentation rather than further experimentation from Task 1. Learners who developed ideas digitally were more successful, partly due to the ease of changing and altering their experimentation in a digital environment where as those who were experimenting using actual media, material and processes seemed to struggle to fine tune their initial experimental results.

Task 4 - AC 1.4

This was the most successful of the tasks and learners all submitted evidence of the three outcomes. Some excellent final graphic design solutions were seen. Many learners did not fully understand the external factors, such as a square gift bag, concentrating more on the design and then applying it to a rectangular bag. The graphic design solution for one of the graphic solutions – wrapping paper - had evidence that many learners understood the mechanisms for developing a repeating logo or image where as others struggled to represent their concept and were very literal in their solution.

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: Marcus Delves

Date: 12th June 2018