

Chief Examiner Report

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

Assessment window: Autumn 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 performed well, as well as discussing 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.

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 standard of learners' work seen during this window was of the level for the qualification and demonstrated an understanding of graphic design

Regulations for the Conduct of External Assessment- V Certs

Malpractice

There was no malpractice identified during this assessment window

Maladministration

None seen.

Referencing of external assessment tasks

All evidence seen had been well referenced against each task, along with the assessment criteria in most submissions.

Evidence creation

The majority of learners submitted evidence that satisfied all four assessment criteria and the more successful evidence understood the nature and purpose of each task in generating a final graphical design.

Interpretation of the tasks and associated assessment criteria

All submissions examined had understood the design brief, which gave the learners a final graphic design for task 4. An understanding of making a plan and then revising their plan was not demonstrated in a purposeful manner by many learners.

Task 1 – A.C 1.1

This task most often generated evidence that was not always sustained. The learners who did experiment with a range of graphic design techniques and visual language early on in this task generally attained the higher grading in this assessment criterion and also the other three assessment criteria. There were centres that relied heavily on the use of digital evidence and presentation; the evidence sometimes lacked the engagement with physical materials and the opportunity that these processes can provide. The reliance on digital evidence alone did not always produce insightful experimentation or opportunities for development. Likewise, the reliance on already existing fonts, limited attainment, for this fundamental aspect to designing a logo.

Task 2 – A.C 1.2

Annotations in task 1 usually gave sufficient evidence to satisfy producing a record. Learners were able to produce a plan addressing the bullet points. The majority of learners did provide evidence of revisiting but for many this evidence was not done in a manner that enabled this process to aid the outcome for task 4. When the revisiting and revising of the plan occurred as a working document, this usually enabled higher attainment for all four assessment criteria.

Task 3 – A.C 1.3

In some submissions, although the learner had attempted to address giving a statement of appropriateness, clarity was not demonstrated. When learners had only used already existing fonts during task 1 – mainly digital submissions – this became a limiting factor during further experimentation, where learners simply changed the colour or size as evidence of development.

Task 4 – A.C 1.4

This task was generally developed to a good standard using Photoshop to display the final outcomes by a majority of learners. None used more than three colours and no photographs were seen within any learners' illustrations. Many learners then went on to develop outcomes that were not requested as part of this external assessment paper. In most cases this did not improve the learner's attainment.

Planning in the external assessment

Centres are reminded to give due attention to the assessment windows of the external assessment. It is 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: 3 January 2019