

**Qualification Name: NCFE Level 2 Certificate in Creative Studies: Craft**

**Mark Scheme Spring 2019.**

**This document is confidential.**

This mark scheme **MUST** be used by NCFE Examiners to support the reliable marking and accurate grading of learner evidence

Version 1. FINAL

Task 1				
Assessment criteria:	Pass:	Merit:	Distinction:	
1.1 Interpret the requirements of a craft brief	Learners <b>interpret</b> the requirements of a craft brief.	Learners show a <b>critical understanding</b> of the requirements of the brief.	Learners demonstrate a <b>thorough understanding</b> of the brief and its requirements.	
Range:	<b>Craft brief:</b> instructions outlining the requirements for the design solution, describing what has to be designed and why.			
a) Describe b) Analyse c) Explore	<p>The learner will evidence that they can extract <b>some</b> basic <b>and</b> generic information from the brief correctly.</p> <p>The learner will include a minimum of <b>one</b> aspect from the 3 bullet points in a) (Describe <b>or</b> Analyse <b>or</b> explore...)</p> <ul style="list-style-type: none"> <li>a) Learners will have included a <b>basic</b> description detailing <b>some</b> basic requirements of the brief.</li> <li>or</li> <li>b) Learners will have included some basic analysis of the creative opportunities these will be predictable and will lack creativity and imagination</li> <li>or</li> <li>c) Learners will evidence exploration of the creative challenges, this will be basic and predictable.</li> </ul> <p>Learners may have attempted all 3 bullet points. Answers for each bullet are inconsistent or not fully attempted or completed.</p>	<p>The learner will evidence that they can extract <b>most</b> information from the brief correctly.</p> <p>a) Learners will have included a description detailing <b>most of the</b> requirements of the brief.</p> <p><b>and</b></p> <p>The learner will evidence <b>critical understanding</b> of the requirements of the brief by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and/or</b> reasons for:</p> <ul style="list-style-type: none"> <li>b) The creative opportunities the brief presents</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>c) The creative challenges the brief presents</li> </ul> <p>(Bullet a with bullet b or c required for a merit</p>	<p>The learner will evidence that they can extract <b>all</b> available information from the brief correctly.</p> <p>Interpretations should be complete and in some detail.</p> <p>a) Learners will have included a <b>thorough</b> description detailing <b>the</b> requirements of the brief.</p> <p><b>and</b></p> <p>The learner will evidence <b>critical understanding</b> of the requirements of the brief by providing <b>some</b> analysis <b>and/or</b> evaluation <b>and/or</b> opinion, <b>and/or</b> reasons for:</p> <ul style="list-style-type: none"> <li>b) The creative opportunities the brief presents</li> </ul> <p><b>and</b></p> <ul style="list-style-type: none"> <li>c) The creative challenges the brief presents</li> </ul> <p>Bullets a, b and c required for a Distinction</p>	
Glossary of Terms:	<b>Interpret:</b> Understand and provide a meaning	<b>Critical understanding:</b> The ability to deconstruct, analyse and evaluate, and express opinion	<b>Thorough:</b> Completed fully, in some detail	

Task 2				
Assessment criteria:	Pass:	Merit:	Distinction:	
<b>1.3 Research information using a range of different sources</b>  <b>1.4 Collate and present findings from sources to inform their own craft ideas</b>	<p><i>Learners research information using a limited range of different sources.</i></p> <p><i>Learners collate and present findings from sources to inform their own craft ideas.</i></p>	<p><i>Learners demonstrate <b>detailed</b> research from a range of sources.</i></p> <p><i>Learners <b>clearly</b> collate and present <b>detailed</b> findings from sources to inform their own craft ideas.</i></p>	<p><i>Learners show a <b>perceptive</b> study of sources relating to their own work.</i></p> <p><i>Learners present findings in a <b>sophisticated</b> and <b>creative</b> way.</i></p>	
<b>a) Research</b>  <b>b) Collate and present findings</b>  And  How these will inform ideas	<p>a) Learners will use at <b>least 3 different</b> sources (e.g. website, magazine, event, book etc.) to research information for their chosen craft.</p> <p>b) Learners will collate and present findings from their sources/research. These are inconsistent or not fully attempted or completed.</p> <p>Learners will have <b>begun</b> to provide <b>basic</b> evidence of ideas yet it will not be clear how the research has informed own craft ideas.</p>	<p>a) Learners will use at <b>least 3 different</b> sources (e.g. website, magazine, event, book etc.) to research information for their chosen craft</p> <p>Research will be <b>detailed, logical</b> and <b>thorough</b>.</p> <p>b) Learners research will be <b>clearly</b> collated and presented in <b>some</b> detail</p> <p>The learners will evidence how their findings will inform their own craft ideas with <b>some</b> detail</p>	<p>a) Learners will use at <b>least 3 different</b> sources (e.g. website, magazine, event, book etc.) to research their chosen craft</p> <p>Research will be <b>detailed</b>, logical and thorough.</p> <p>b) Learners' research will be clearly collated and presented. Examples will be less obvious and demonstrate insight and understanding.</p> <p>The learner will be <b>perceptive</b> in the choices they make specifically demonstrating how the research/sources have informed their craft ideas. Ideas will be developed and refined.</p>	
Glossary of Terms:	No glossary of terms for Pass	<p><b>Detailed:</b> Thorough and in-depth</p> <p><b>Thorough:</b> Completed fully, in some detail</p> <p><b>Clearly:</b> Logically and without possibility of misunderstanding</p>	<p><b>Perceptively:</b> Showing insight and understanding</p> <p><b>Sophisticated:</b> Developed, refined, advanced</p> <p><b>Creativity:</b> Originality, imaginatively expressed</p>	

Task 3			
Assessment criteria	Pass	Merit	Distinction
<b>1.2 Compare and evaluate different craft techniques</b>	<i>Learners compare and evaluate different craft techniques.</i>	<i>Learners show a <b>critical understanding</b> of different craft techniques outlining their use and limitations.</i>	<i>Learners make <b>critical judgements</b> on the use of different craft techniques.</i>
<b>a) Carry out experimentation b) Compare and evaluate c) Describe d) Explain  Assessed against assessment criterion 1.7  e) Research costs</b>	<p>a) The learner will have undertaken <b>basic</b> experimentation with a <b>minimum of 2</b> techniques and provided <b>basic</b> evidence of their <b>basic</b> experimentations.</p> <p>b) The learner will have compared at least <b>2 techniques</b>, comparisons may not provide links between the techniques</p> <p>c) Learners will <b>briefly</b> and in <b>basic detail</b> describe the possibility/ies <b>or</b> limitation/s of <b>each</b> technique.</p> <p>Learner's descriptions may provide obvious statements regarding the techniques.</p> <p>Task 3 a, b and c required for a pass.</p> <p><b>NB</b> Learner's evidence for b and c may be presented together in one piece of evidence.</p>	<p>a) The learner will have undertaken thorough experimentation with a <b>minimum of 2</b> techniques and provided <b>clear</b> evidence of their experimentations.</p> <p>b) The learner will have compared at least <b>2 techniques</b>, comparisons <b>will</b> include links between the two.</p> <p>Learners will evidence critical understanding in their evaluation of at least <b>2 techniques</b> and provide <b>some</b> clear analysis <b>and/or</b> evaluation <b>and/or</b> opinion about the techniques that is mostly correct.</p> <p>c) The learners will in <b>detail</b>, describe the possibility/ies <b>and</b> limitation/s of <b>each</b> technique.</p> <p>Task 3 a, b and c required for a merit.</p>	<p>a) The learner will have undertaken thorough experimentation with a <b>minimum of 2</b> techniques and provided <b>clear</b> evidence of their experimentations.</p> <p>Learners will have completed experiments which are purposeful and will <b>begin</b> to demonstrate that they recognise the creative potential of the discoveries made during their experiments to inform their craft ideas</p> <p>b) The learner will have compared at least <b>2 techniques</b>, comparisons <b>will</b> include links between the two.</p> <p>c) The learners will describe in <b>detail</b> the possibility/ies <b>and</b> limitation/s of <b>each</b> technique.</p> <p>Candidates will describe in <b>detail</b>, decisions regarding chosen techniques, providing justifications for their selections based on their own research. Evidencing critical understanding by providing <b>some</b> clear analysis <b>and/or</b> evaluation <b>and/or</b> opinion about the techniques that is mostly accurate.</p> <p>d) Learners will <b>begin</b> to provide <b>some</b> explanation and <b>clear</b> justification of why they have selected these techniques.</p> <p>Task 3 a, b, c, and d required for a distinction.</p>
<b>Glossary of Terms</b>	<b>Evaluate:</b> Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess	<b>Critical understanding:</b> The ability to deconstruct, analyse and evaluate, and express opinion	<b>Critical judgement:</b> Application of a critical understanding informing decisions

Task 4				
Assessment criteria	Pass	Merit	Distinction	
<b>1.5 Develop a range of craft ideas appropriately in response to a brief</b>	<i>Learners develop a range of craft ideas <b>appropriately</b> in response to a brief.</i>	<i>Learners develop a <b>detailed</b> range of craft ideas <b>appropriately</b> in response to a brief.</i>	<i>Learners produce a series of <b>inventive</b> and <b>creative</b> ideas in response to a brief.</i>	
a) Develop b) Annotate	<p>a) The learner will have evidenced a minimum of 3 <b>partially</b> developed ideas, which in <b>most</b>, <b>appropriately respond</b> to the brief.</p> <p>Learner's ideas will be <b>basic</b> and predictable and will lack imagination.</p> <p>b) Learners will have <b>basic</b> annotations showing how their ideas <b>in most, appropriately</b> meet the brief. Annotations will be minimal</p>	<p>a) The learner will have evidenced a minimum of 3 developed ideas, which <b>appropriately respond</b> to the brief.</p> <p>Ideas evidenced will be <b>detailed and appropriate</b>.</p> <p>b) Learners will have annotations showing how their ideas <b>mostly and appropriately</b> meet the brief.</p> <p>Annotations will be <b>thorough</b>.</p>	<p>a) The learner will have evidenced a minimum of 3 developed ideas, which <b>appropriately respond</b> to the brief.</p> <p>The learner will evidence <b>inventive and creative</b> Ideas that are <b>fully</b> developed,</p> <p>b) Annotations will <b>mostly</b> provide justification on how their creative intentions relate to the brief/theme.</p> <p>The justifications will avoid unnecessary repetition or duplication of references and ideas.</p> <p>There should be a clear link to each developed idea (series).</p>	
Glossary of Terms	<b>Appropriate:</b> Relevant to the purpose/task	<b>Detailed:</b> Thorough and in-depth	<b>Inventive:</b> Having creativity borne of original thought	
			<b>Creativity:</b> Originality, imaginatively expressed	

Task 5			
Assessment criteria	Pass	Merit	Distinction
<b>1.6 Select and present final idea giving reasons for choice</b>	<i>Learners select and present final idea giving reasons for choice.</i>	<i>Learners <b>justify</b> the selection of their final idea and <b>confidently</b> present their reasons for their choice.</i>	<i>Learners make a <b>sophisticated</b> presentation of their final idea, giving <b>thorough</b> and detailed reasons for their choice.</i>
<ul style="list-style-type: none"> <li>• <b>Present final idea</b></li> <li>• <b>Reasons for choice</b></li> </ul>	<p>Learners will show which idea/s they have selected.</p> <p>It will be presented in an appropriate format (e.g. design boards, portfolio etc.)</p> <p>Learners will give <b>clear</b> reasons for their selection. Reasons and or selections may not be entirely suitable and will <b>minimally</b> meet the brief.</p>	<p>Learners will show which idea/s they have selected.</p> <p>Pass criteria and:</p> <p>Learners will give <b>clear justifications</b> for their selection of final idea. Justifications will show creative potential of final ideas and reflect the aspects of the brief.</p> <p>There should be some links back to initial intentions when interpreting the brief.</p> <p>Learners will <b>confidently</b> (with clear intentions) present final idea</p>	<p>Learners will show which idea/s they have selected.</p> <p>Merit criteria and:</p> <p>Final idea will be refined and developed.</p> <p>Learners will give <b>clear</b> justifications for their selection. Reasons and or selections will be <b>thorough</b>.</p>
<b>Glossary of Terms</b>		<b>Justify-</b> Give reasons or evidence to support an opinion <b>Confidently:</b> With certainty in own ability	<b>Sophisticated:</b> Developed, refined, advanced <b>Thorough:</b> Completed fully, in some detail

Task 3 and Task 6			
Assessment criteria	Pass	Merit	Distinction
<b>1.7 Produce a costed project plan based on ideas developed</b>	<i>Learners produce a costed project plan based on ideas developed.</i>	<i>Learners produce a <b>detailed</b> and fully costed project plan based on research into prices and availability of materials and tools.</i>	<i>Learners produce a <b>convincing</b> and sophisticated project plan.</i>
<b>Task 6</b>  <b>Plan to include:</b> <ul style="list-style-type: none"><li>• Stages of creation</li><li>• Materials and tools</li><li>• Breakdown of costs</li></ul> <b>Task 3</b>  <b>e) Research costs</b>	Candidates will produce a <b>basic</b> project plan that will include <b>stages, materials and costs</b> .  The plan will partially reflect their selected idea for production.  <b>Task 3</b>  e) The learner will provide limited and basic research of costings. The learner's research will be inconsistent and not fully completed with only some cost elements researched.	Candidates will produce a <b>fully detailed</b> project plan that will include <b>stages, materials and costs</b> .  The plan must <b>mostly</b> reflect their selected idea for production.  <b>Task 3</b>  e) The learner will provide evidence of research of costings for materials <b>and /or</b> tools/techniques	Candidates will produce a <b>fully detailed</b> and <b>credible</b> project plan that will include <b>stages, materials and costs</b> .  The plan must <b>fully</b> reflect their selected idea for production.  The plan will be presented well in an appropriate format such as table or spreadsheet  <b>Task 3</b>  e) The learner will provide evidence of research of costings for materials <b>and</b> tools/techniques
<b>Glossary of Terms</b>		<b>Detailed:</b> Thorough and in-depth	<b>Convincing:</b> Persuasive and credible