

**CCEA Entry Level Certificate in Art & Design**  
**March Series 2024**

# Principal Moderator's Report

art and  
design



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2024 series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# ENTRY LEVEL ART & DESIGN

## Principal Moderator's Report

### Internal Assessment Overview

This qualification gives learners the opportunity to:

- Investigate a range of art, craft and design by different practitioners.
- Explore a wide range of media in two and three dimensions.
- Explore the use of digital media as a means of recording, developing experimenting and presenting art, craft and design images.
- Apply art, craft and design techniques and processes creatively to produce their own outcomes.
- Develop and use visual and verbal vocabulary such as line, tone, shape, pattern, form texture and colour.
- Develop aesthetic awareness and appreciation of art, craft and design for living.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at the level within the unit.

Each centre was given the information prior to the moderation process to submit their chosen units for assessment via eCRs.

To achieve the Entry Level Qualification 2024 in Art & Design at Entry Level 1, 2 or 3, Learners were assessed in three units from the following six units:

Unit 1 – Two-Dimensional studies – Conception

Unit 2 – Two-Dimensional studies – Development

Unit 3 – Two-Dimensional studies – Outcome

Unit 4 – Three-Dimensional studies and/or mixed media studies – Conception

Unit 5 – Three-Dimensional studies and/or mixed media studies – Development

Unit 6 – Three-Dimensional studies and/or mixed media studies – Outcome

I would like to thank the teaching staff and students of Rosstulla School for hosting the ELQ Briefing meeting this year. The moderation team enjoyed both work and hospitality. The Principal Moderator was encouraged with the number of centres that were able to submit work for assessment. The ELQ in Art & Design provides students who would not otherwise achieve accreditation for their work with a qualification reflecting their ability. Moderation this year was deemed by all the moderators to be a very positive experience. I received only positive comments about the quality of work, the organization of the displays and the marking in the centres.

Feedback from the moderators noted that centres had a wide range of different approaches to the assessment criteria. The choices of themes allowed for a great amount of personal expression of individual interests and passions of the candidates. The authenticity of the pupil's expression was evident throughout sketchbooks and portfolios of work. Centres approached traditionally challenging subject themes in a creative way which was highly engaging for candidates with positive outcomes.

There were excellent examples of fine art painting, textile printmaking, varied and successful use of textiles as an outcome, weaving, felting, wood engraving, three-dimensional wire sculptures, interesting ceramic pieces, and successful use of digital media in the form of graphic design. It was also noted that there was a widespread and varied inclusion of digital media to support and develop candidate's work, with use of appropriate apps and iPads to support candidates' understanding of the visual elements.

For Units 1 and 4 contextual references from various artists/crafts people and designers were strong in most centres. Pop Art, Oliver Jeffers, Nicolas Moss, Johan Jonsson, and were local craftmakers such as Dianne McCormick were all used for inspiration. Some centres had made good use of local exhibitions and took part in workshops. The contextual references used, demonstrated a sound understanding of the visual elements with strong connections made to their chosen artist/crafts person.

Within Units 2 and 5 candidates were encouraged to explore techniques, materials and processes from a number of areas of study. Digital media was incorporated using Photoshop in a creative and imaginative way. It is encouraging to see candidates experimenting with a range of media and adapting their work appropriately.

Pupils' evaluations took many forms across centres with some using articulate written evaluations, at times supported with writing frames and/or picture evaluations, which enabled all pupils access to self-assessment and review.

Unit 3 and 6 outcomes took a range of innovative and creative forms, including ceramics, wallpaper designs, fabric and wire sculptures, fine art compositions, applique, felting, lino-printing, Pop Art inspired 'Shoe' sculptures and printmaking.

Teachers worked hard to address all the Learning Objectives in a way that engaged the candidates taking this qualification. The quality of teaching, preparation of paperwork, and the administration of eCRS are all commended. Marking was almost all within the acceptable range.

Agreement Trials will be available in the Autumn term to provide teachers with information and support as well as an opportunity to discuss issues relating to the course. It is the recommendation of the Principal Moderator that all teachers of this specification are facilitated to have access to the Agreement Trial. This will ensure that they have a clear understanding of the standard required and administration of eCRS process in preparation for the moderation process.



## Contact details

The following information provides contact details for key staff members:

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