

Summer 2021



# Summer 2021

## Alternative Arrangements: GCSE

### Contemporary Crafts Subject Guidance



Version 1.0



## Introduction

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May and June 2021. Instead, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. CCEA has published *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* to support teachers and school leaders in determining the appropriate Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. It will require centres and CCEA to develop and use different processes from those used last year.

This document follows on from CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* and aims to provide further guidance to support teachers and Heads of Department in determining the appropriate Centre Determined Grade for each student entered for GCSE

### **Contemporary Crafts**

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## 1. Overview

Each Centre Determined Grade is a judgement of the final grade for a qualification. It must be based on a holistic review of a student's performance as indicated by assessment evidence, gathered and retained at centre level. In the interests of fairness within and across centres, each Centre Determined Grade must be a realistic, evidence-based judgement of the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills in the content of the specification they have covered. This means students **do not** need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. In this way, disruption to teaching and learning can be taken into account.

We must also acknowledge the decision taken in October 2020 by the Education Minister in respect of reducing the assessment burden in GCSE qualifications. The details in the table below will still be applicable in forming a Centre Determined Grade in Summer 2021. For example, teachers can consider evidence for either Component 1 or for both components

Subject	Current Arrangements	Defined Unit For Omission	Specification Adaptations
<b>GCSE Contemporary Crafts</b>	<p><b>Component 1:</b> Making: Exploring Materials, Techniques and Processes <i>Internal assessment (60%)</i></p> <p><b>Component 2:</b> Working to a brief <i>Internal assessment (40%)</i></p>	<b>Component 2</b> Working to a brief	N/A

## 2. Preliminary Considerations

In arriving at a Centre Determined Grade for a student, it is not necessary to assess every aspect of the specification exhaustively. A selection of key tasks or assessments carried out under appropriate conditions and with a suitable level of demand, which allows you to authenticate the work as the student's own, will give a good indication of the standard at which the student is performing in the qualification.

To make accurate judgements, you must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades (see Section 5 and Appendix 1 in this document);
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

For GCSE Contemporary Crafts, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, pre release papers<sup>1</sup> and controlled assessment/coursework assessment tasks which are available on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk)

A piece of evidence has high validity and reliability if a student who performs well in the task would reasonably be expected to perform equally well in the qualification as a whole. Some considerations that may impact on evidence are noted below.

- **Specification Coverage**

A piece of evidence that covers a greater breadth of the specification content, knowledge, understanding and skills from a unit (or units) with a higher weighting may give a better indication of a student's standard of performance than a piece with lesser breadth or with a lower weighting. Evidence does not need to cover the entire specification content.

- **Similarity to Actual Qualification Assessments**

Only work produced for the CCEA GCSE Contemporary Crafts specification, should be used as evidence for assessment towards producing the centre determined grades. Teachers should use only CCEA assessment criteria (See specification Appendix 3), and/or the grade descriptions and key features document in Appendix 1 to assess the work.

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e. high, medium or limited levels of control – see **Appendix 2** for definitions.

However, CCEA understands the difficult public health context in which schools have been working since March 2020, which has included two extended periods of remote learning. Schools may, therefore, need to utilise evidence generated within more limited levels of control, where they can authenticate this as the student's own.

- **Level of Demand**

The evidence you gather must be set at an appropriate level of demand for it to be a good indicator of a student's standard of performance.

- **When Evidence Is Generated**

It should be borne in mind that a student's knowledge, understanding and skills may develop over the period of a course of study; you should consider when any piece of evidence was generated and ensure, if possible, that evidence generated recently is taken into account.

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<sup>1</sup> Past papers and mark schemes will be available for all CCEA GCSE, AS and A level qualifications subject to copyright clearance.

### 3. Evidence to Inform Centre Determined Grades

This section provides guidance on the information that centres should use in confirming Centre Determined Grades.

You should consider all the key evidence you have for each student and reflect on how much it tells you about the student's standard of performance, as measured against the requirements of the relevant specification. For example, this could be, but is not limited to:

- the consistency of a student's practical or performance evidence;
- their depth or breadth of knowledge and understanding as demonstrated through the learning file;
- their skills, for example, in making and using appropriate materials and processes;
- their ability to use the design process and review and refine ideas to make progress.

Centres should be clear in their Centre Determined Grades policy what types of evidence will be used in determining the grade. Centres should also be clear with students the evidence that will be used to determine their grades. Where possible, centres should aim to use consistent sources of evidence for a qualification cohort. Some examples of evidence suitable for GCSE Contemporary crafts you may choose to use are included in the following table:

Evidence
<p><b>Performance in any/or combination of, the following controlled assessment tasks.</b> This can be even if these have not been fully completed:</p> <ul style="list-style-type: none"> <li>• Component 1 Making – Edited portfolio</li> <li>• Component 1 Making – Learning Fil</li> <li>• Component 2: Working to a brief:</li> <li>• A timed test to produce an outcome for Component 2 completed under high or medium control, during class time or as a set exam.</li> </ul>
<p><b>Performance in any timed or controlled examinations taken</b> – Some schools may have completed a timed test as a mock exam or towards the end of the course. These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the ability to resolve ideas into an outcome.</p>
<p><b>Records of each student's performance throughout their study</b> – This includes, for example, progress review/tracking data, classwork, research and/or participation in class discussion, gallery visits, workshops or research or assignments relating to their portfolio.</p>
<p><b>For resitting students,</b> prioritise evidence generated during the 2020/21 academic year.</p>

## Assessment Objectives

Assessment objectives are the skills that are normally assessed through the completion of examinations or internally assessed tasks. They are the foundations on which a specification is developed, and a weighting is applied to each individual assessment objective to show the weighting of assessment associated with it. They may also prove to be a useful indicator of the level of demand of a task or assessment. As such, you should consider the assessment objectives that will be assessed when selecting evidence to form a holistic judgement of a student's performance. This information will be recorded in the Departmental Assessment Evidence Grid which is set out in Appendix 6 of CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre*.

The assessment objectives for GCSE Contemporary Crafts are:

<b>AO1</b>	Demonstrate knowledge and understanding of the properties and characteristics of materials, associated making techniques and processes, and the variety of contexts for professional practice.
<b>AO2</b>	Apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s); and
<b>AO3</b>	Evidence the ability to resolve learning through developmental work and in the production of final outcome(s).

Further information on assessment objectives, including weightings associated with individual units, can be found in Section 4: Scheme of Assessment in the subject specification.

When considered alongside the assessment objectives set out above, the sources and/or types of evidence listed on page 4 may be of greatest value in supporting a holistic review of a student's attainment.

## 4. Support

A range of subject-specific support is available on the CCEA website and can assist teachers in arriving at a fair and consistent judgement for students.

### CCEA 2021 Assessment Resources

GCSE Contemporary Crafts does not include an unseen exam paper and tasks are normally set by centres and through the *Working to a Brief* pre release paper. Therefore CCEA will not provide an additional assessment resource for this subject. There is no requirement to provide evidence produced under high level control for this qualification in this series. If centres wish to conduct a timed test to allow candidates to resolve their work into an outcome they may do so. However centres can adapt the level of control (high or medium) and time allowed for this task.

All internally assessed work should be assessed using the appropriate component assessment criteria (See Appendix 3 in the specification, or *Candidate mark sheets* under

examination materials <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-contemporary-crafts-2017/assessment>) and through referring to the grade descriptions and key features document in Appendix 1.

We appreciate that decisions were taken in October 2020 in respect of unit omissions in GCSE qualifications. We also acknowledge disruption to teaching and learning may mean that even in the context of these omissions, certain content may not have been covered. In such cases, the use of the assessment matrices should be adapted accordingly. In this way, it can be taken into account that some students have suffered more disruption to their learning than others. For example:

- *A centre decided to omit Component 2 in line with the Education Minister’s announcement in October 2020. Therefore, Centre Determined Grades may be based on evidence for Component 1 only.*
- *Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has only covered part of Component 1*
- *Student A’s Centre Determined Grade should be based on assessment of only the content he has covered.*

#### Assessments adapted/Evidence gathered and reviewed based on Component 1

All Students	Student A
Exploring Materials, Techniques and Processes: <ul style="list-style-type: none"> <li>• Edited Portfolio</li> <li>• Learning File</li> </ul>	Exploring Materials, Techniques and Processes <ul style="list-style-type: none"> <li>• Edited Portfolio</li> </ul>
Understanding the Importance of Health and Safety	Understanding the Importance of Health and Safety (within edited portfolio only)
Understanding Business Models and Employability Options	

### Summer 2021 Support Webinar

We will produce subject-specific support webinars for teachers to accompany this guidance document. These will include an overview of arriving at a Centre Determined Grade and additional guidance in using the existing support materials. Subject-specific webinars will be uploaded to the CCEA website from 26 March 2021.

### Specimen Assessment Materials and Past Papers

Specimen assessment materials and past papers are available in the Support section of the qualification web page and are provided to give centres guidance on the structure and character of CCEA examination papers and assessments. Please note that if a past paper or mark scheme does not appear in this section, it is for copyright reasons.

## **Agreement Trial Materials**

The agreement trial for Summer 2021 is available at <https://training.ccea.org.uk/course/view.php?id=131>. Please note these agreement trials were produced before the cancellation of examinations for 2021. However, they will still be useful in providing guidance on the requirements of internally assessed units and the CCEA standard to be applied in marking them.

## **Chief Examiner/Principal Moderator Reports**

The report for the 2019 Summer series is available in the Reports section of the qualification web page and outlines the performance of students in all aspects of this qualification.

## **CCEA Grade Boundaries**

Raw to uniform mark boundaries for past Summer series are available in the Support section of the qualification web page and may provide a reference point to support Centre Determined Grades.

## **5. Making Decisions about Centre Determined Grades**

Before deciding Centre Determined Grades you should agree as a department the evidence you will review (see Section 3 for some examples). Once the decision has been made, this should be set out in your centre's Centre Determined Grades policy and be included in the Departmental Assessment Evidence Grid, referenced in Section 3, that will form part of the evidence base.

When making decisions, take into consideration the amount of specification coverage and if this applies to all students. Adapt as necessary for individual students the evidence you will review, to account for those students who may have encountered more significant disruption. Evidence does not have to be in the same format for every student, but teachers should be satisfied that the evidence is reliable to make an informed holistic judgement of that student's attainment.

### **Internal Standardisation**

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the Centre Determined Grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards.

Where more than one teacher is involved in marking the assessment, the application of the mark scheme must be agreed before marking begins.

When marking is complete, internal standardisation must be conducted to ensure all markers have applied the mark scheme consistently and accurately.

Internal standardisation should include cross-marking samples of work across the full range of attainment and include students' work from each class **to ensure a common standard within a department is applied.**

## Grade Descriptions

Grade descriptions set out the characteristics of performance at key grades in the grade range for a qualification, in terms of both content covered and the skills developed (assessment objectives) over the course of study. These should be used to form the basis of your decisions on the Centre Determined Grades that will be awarded to your students in Summer 2021.

Grade descriptions are provided at Grades **A, C and F** in the GCSE specification, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. Teachers should refer to these descriptions to support their judgements when arriving at their Centre Determined Grades for students.

Please note that shortcomings in some aspects of students' performance in assessments may be balanced by better performances in others.

**Please see Appendix 1 for the Grade Descriptions at A, C and F for GCSE.** These also include the type of assessment objective evidence you may wish to use and the key features associated with each grade.

## Practical Application of Grade Descriptions

To select the most appropriate grade for a student, teachers may use the following approach:

1. Familiarise yourself with the grade descriptions for the subject.
2. Consider support materials such as those set out in Section 4 of this document e.g. Agreement trial training materials to set the standard for your marking.
3. Before you arrive at a holistic grade for a student's performance, review the evidence available. Assess each candidate's work using the appropriate CCEA assessment criteria (*Candidate Mark sheets*) and the Grade descriptors and key features document provided in Appendix 1. In normal training events we advise you to think in marks rather than grades. However due to the fact that many portfolios may be incomplete and not comprehensive, for this process we advise you to think in level descriptors and how they relate to grade descriptions and key features (Appendix 1), rather than marks.
4. In order to collect evidence, we recommend using a mark sheet for each candidate and for each component being assessed; and highlighting where you consider they have met the level descriptors. Where work is missing a criterion can be crossed off and a note made. This will create a clear picture of their achievement and evidence for each candidate if requested for moderation.

5. When judging the candidate's work against the assessment matrix, consider if the candidate has fully met the criteria in a level (high), has met some of the criteria in a level (middle), or has only just met the criteria in that level (low). This will help you decide where they sit in the band and consequently how those criteria relate to a grade.
6. Due to reduced teaching time and long periods of lockdown and absence the quantity of evidence for each unit and each AO may be significantly less this year. The assessment matrices have not been changed, however terms included in the descriptors such as *in-depth*, *extensive*, *thorough*, *rigorous*, *comprehensive*, *ambition*, *substantial* may be less evident in candidates' work.
7. Compare the candidate mark sheet for each candidate against the Grade descriptors and key features. Where you have used evidence from candidates across different AOs, components or subcomponents, you can use the grade descriptions and key features and view their work holistically, to help you decide on a final grade for that candidate.
8. Using the descriptions for Grades A, C and F, based on the principle of 'best fit', select the grade you believe comes closest to encapsulating the overall achievement of the student as demonstrated by the evidence. Using this grade as a benchmark, work **either up or down** using the table below to find the final grade.
  - a) *if you are of the view that the candidate's evidence meets the description for grade C, consider this first; if the supporting evidence is strong, you may then wish to go up to the grade above and decide if the evidence meets this, and so on, until you have a best fit between the grade description and the student's work; or*
  - b) *if you are of the view that the candidate's evidence does not meet the description for grade C, then go down to the grade below and decide if it meets this, and so on, until you have a best fit between the grade description and the student's work.*

The table below summarises this approach:

<b>Grade</b>	<b>Description/Advice</b>
A*	Candidates at grade A* clearly demonstrate all of the features associated with performance at 'A' but in many areas elements of the evidence presented are exceptional, i.e. beyond that which would reasonably be expected of a candidate working at grade 'A'.
<b>A</b>	<i>See Grade A Description.</i>
B	Candidates at grade 'B' may demonstrate some elements of grade 'A' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'A'.
C*	Candidates at grade C* clearly demonstrate all of the features associated with performance at grade 'C' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'C'.
<b>C</b>	<i>See Grade C Description.</i>
D	Candidates at grade 'D' may demonstrate some elements of grade 'C' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'C'.
E	Candidates at grade 'E' clearly demonstrate all of the features associated with performance at 'F' but in many areas the evidence presented contains elements showing that the candidate is working at a grade beyond that which would reasonably be expected of a candidate working at grade 'F'.
<b>F</b>	<i>See Grade F Description.</i>
G	Candidates at grade 'G' may demonstrate some elements of grade 'F' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'F'.

## 6. Further Advice and Information

Summer 2021 presents us with significant challenges, particularly teachers and students, and we hope the information set out in this document supports you through the process of awarding Centre Determined Grades this year. The information in this document will be supplemented with a webinar, which amongst other things will provide additional guidance on how to apply grade descriptions to the process of arriving at Centre Determined Grades for each of your students.

If in the interim you require further information, please contact:

CCEA Helpline	<p><u>Email: <a href="mailto:helpline@ccea.org.uk">helpline@ccea.org.uk</a></u></p> <p>Telephone: <b>028 9026 1220</b>. The helpline is operational each day from 9am to 5pm, Monday to Friday, for centres with queries in relation to Summer 2021.</p> <p>All other queries should be directed to <u><a href="mailto:centresupport@ccea.org.uk">centresupport@ccea.org.uk</a></u></p>
CCEA Entries	<u><a href="mailto:entriesandresults@ccea.org.uk">entriesandresults@ccea.org.uk</a></u>
Subject Officer	<p>Anne McGinn <u><a href="mailto:amcginn@ccea.org.uk">amcginn@ccea.org.uk</a></u></p>
Specification Support Officer	<p>Nola Fitzsimons <u><a href="mailto:nfitzsimons@ccea.org.uk">nfitzsimons@ccea.org.uk</a></u></p>

## Appendix 1

### GCSE Contemporary Crafts Grade Descriptions and Key Features

Assessment Objective	AO1 Demonstrate knowledge and understanding of the properties and characteristics of materials, associated Making techniques and processes, and the variety of contexts for professional practice.		
Grade Descriptions	A	C	F
	Candidates demonstrate confident and skilful use of a range of materials, techniques and processes. They independently develop their work through enquiry and modify their designs to create refined outcomes that demonstrate informed understanding. They can use materials and equipment safely and independently, demonstrating specific application of health and safety legislation.	Candidates demonstrate that they can competently use and explore a range of materials, techniques and processes. They develop their work and modify it sufficiently to create a satisfactory outcome. They competently apply safe working practices and are considerate of health and safety legislation.	Candidates demonstrate a limited exploration of a range of materials, techniques and processes. They develop simple solutions to set tasks. They demonstrate an ability to use safe working practices and are aware of health and safety legislation.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<b>Edited Portfolio –</b> Exploration of materials, techniques, processes and how practitioners use them	<b>In the edited portfolio:</b> <ul style="list-style-type: none"> <li>• <b>there is</b> evidence of thorough and perhaps creative exploration of materials, techniques and processes;</li> <li>• there is clear understanding of the relationship between relevant processes and products;</li> <li>• Use of materials demonstrates clear understanding of contexts for professional practice and the work of practitioners</li> </ul>	<b>In the edited portfolio:</b> <ul style="list-style-type: none"> <li>• <b>there is</b> evidence of satisfactory exploration of materials, techniques and processes;</li> <li>• there is satisfactory understanding of the relationship between relevant processes and products;</li> <li>• Use of materials demonstrates satisfactory understanding of contexts for professional practice and the work of practitioners</li> </ul>	<b>In the edited portfolio:</b> <ul style="list-style-type: none"> <li>• <b>there is</b> evidence of limited exploration of materials, techniques and processes;</li> <li>• there is superficial understanding of the relationship between relevant processes and products;</li> <li>• Use of materials demonstrates limited awareness of contexts for professional practice and the work of practitioners</li> </ul>

<p>Evidence of understanding and applying Health and Safety practices</p>	<p><b>Edited portfolio and Learning file</b> demonstrate good to thorough awareness and application of relevant <b>health and safety</b> practices and procedures;</p>	<p><b>Edited portfolio and Learning file</b> demonstrate some awareness or application of <b>health and safety</b> practices and procedures;</p>	<p><b>Edited portfolio and Learning file</b> demonstrate limited awareness or application of <b>health and safety</b> practices and procedures;</p>
<p><b>Evidence in the learning file including:</b></p> <ul style="list-style-type: none"> <li>• Business models and employability options</li> <li>• contextual information on craft makers/designers/artists;</li> <li>• evidence of awareness and understanding of craft in the creative industries;</li> <li>• evidence of health and safety practices;</li> </ul>	<p><b>In the Learning file there is:</b></p> <ul style="list-style-type: none"> <li>• Evidence of very good understanding and knowledge of professional practice in relevant contexts, business models and employability models;</li> <li>• Thorough/competent knowledge of health and safety practices and procedures</li> <li>• Very good quality of written communication and appropriate use of subject specific vocabulary.</li> </ul>	<p><b>In the Learning file there is:</b></p> <ul style="list-style-type: none"> <li>• Some evidence of understanding and knowledge of professional practice in a variety of contexts, business models and employability models;</li> <li>• Satisfactory knowledge of health and safety practices and procedures;</li> <li>• Satisfactory quality of written communication and some use of subject specific vocabulary.</li> </ul>	<p><b>In the Learning file there is:</b></p> <ul style="list-style-type: none"> <li>• Little evidence of understanding and knowledge of professional practice in a variety of contexts, business models and employability models;</li> <li>• Insufficient knowledge of health and safety practices and procedures;</li> <li>• Basic quality of written communication and limited or no use of subject specific vocabulary.</li> </ul>

Assessment Objective	AO2		
	Apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s).		
Grade Descriptions	A	C	F
	Practical work demonstrates a high degree of skill in making and manipulation of materials. Innovative application of processes and techniques.	Practical work demonstrates ability and understanding of skilled making. Sound application of processes and techniques.	Practical work demonstrates limited ability and understanding of skilled making. Basic application of processes and techniques.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p><b>Edited portfolio (Component 1) including as appropriate:</b></p> <ul style="list-style-type: none"> <li>drawings/sketches/designs explaining planning;</li> <li>samples of techniques and processes;</li> <li>evidence of understanding materials;</li> <li>evidence of skills development;</li> <li>evidence of experimentation;</li> <li>annotations demonstrating their understanding;</li> <li>maquettes; and</li> <li>where appropriate, final outcome;</li> </ul>	<p>There is evidence of very good <b>making skills</b>.</p> <p><b>Edited portfolio</b> includes as appropriate:</p> <ul style="list-style-type: none"> <li>Evidence of successful application of reviewing processes in the use of materials and techniques;</li> <li>Competent, sometimes ambitious or creative, manipulation of materials, techniques and processes (in both <b>development work or any outcome</b>);</li> <li>a varied and imaginative range of relevant research, sketches, plans, working drawings and maquettes;</li> </ul> <p>Competent and methodical application of <b>health and safety</b> practices and procedures;</p>	<p>There is evidence of satisfactory <b>making skills</b>.</p> <p><b>Edited portfolio</b> includes as appropriate:</p> <ul style="list-style-type: none"> <li>Evidence of some application of reviewing processes in the use of materials and techniques;</li> <li>Satisfactory and usually adequate manipulation of materials, techniques and processes (in <b>development work or any outcome</b>);</li> <li>an appropriate and usually relevant range of research, sketches, plans, working drawings and maquettes;</li> </ul> <p>Satisfactory application of <b>health and safety</b> practices and procedures;</p>	<p>There is evidence of basic <b>making skills</b>.</p> <p><b>Edited portfolio</b> includes as appropriate:</p> <ul style="list-style-type: none"> <li>Evidence of limited application of reviewing processes in the use of materials and techniques;</li> <li>Limited manipulation of materials, techniques and processes (in <b>development work or any outcome</b>);</li> <li>an insufficient range of relevant research, sketches, plans, working drawings and maquettes;</li> </ul> <p>Inconsistent application of <b>health and safety</b> practices and procedures;</p>

<p><b>Learning File (Component 1)</b></p> <ul style="list-style-type: none"> <li>materials, processes, skills, costs etc. required in relation to business models and employability options within the creative industries; and</li> </ul> <p><b>Project plan (Usually Component 2) detailing:</b></p> <ul style="list-style-type: none"> <li>The resources required</li> <li>The processes and practices to be employed</li> <li>The required research, for example market research and the work of other practitioners</li> <li>Timescales, for example key deliverables, milestone dates and deadline dates; and costings</li> </ul>	<p>In the <b>Learning file</b> there is:</p> <ul style="list-style-type: none"> <li>Highly relevant investigations and review of the practices of craft makers/designers/artists in their application of processes, materials and techniques.</li> <li>clear ability to review, make decisions, explore problems and find solutions (for example a good clear <b>project plan</b>);</li> </ul>	<p>In the <b>Learning file</b> there is:</p> <ul style="list-style-type: none"> <li>Appropriate investigations and review of the practices of craft makers / designers/artists in their application of processes, materials and techniques.</li> <li>some ability to review, make decisions, explore problems and find solutions (for example a satisfactory <b>project plan</b>);</li> </ul>	<p>In the <b>Learning file</b> there is:</p> <ul style="list-style-type: none"> <li>Superficial investigations and review of the practices of craft makers/designers/artists in their application of processes, materials and techniques.</li> <li>limited or no ability to review, make decisions, explore problems and find solutions; (for example limited <b>project plan</b>)</li> </ul>
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Assessment Objective	AO3 Evidence the ability to resolve learning through developmental work and in the production of final outcome(s).		
Grade Descriptions	A	C	F
	Candidates use technical language accurately and can evaluate their investigations and final outcome with perceptive and informed understanding. They demonstrate an analytical understanding of the wider social, economic and cultural contexts of the craft and creative industries.	Candidates use correct technical language and show some insight when evaluating their investigations and final outcome. They demonstrate an understanding of the wider social, economic and cultural contexts of the craft and creative industries.	Candidates use limited technical language and present a basic description of their investigations and final outcome. They provide a limited selection of evidence with limited understanding of the wider social, economic and cultural contexts of the craft and creative industries.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Evidence of proficiency in making in different craft disciplines</p> <p><b>Component 2:</b> An outcome which fulfils a specific brief</p> <p><b>Evaluation (Component 2 or elsewhere)</b></p>	<ul style="list-style-type: none"> <li>• <b>Portfolio outcomes</b> demonstrate well-informed and reflective development with substantial progress and secure knowledge; and very good/excellent ideas;</li> <li>• Where <b>outcomes</b> are planned or achieved, they demonstrate good consideration of function, consumer, audience, or purpose; Evidence of creativity, ambition and/or originality in the exploration of materials, techniques and processes;</li> <li>• <b>Development and outcome</b> are effective and well-constructed, and fully relevant to the requirements of the brief;</li> <li>• Excellent <b>evaluation</b> and quality of written communication. In <b>the learning file</b> (or elsewhere) there are relevant/secure connections made between own work and that of craft makers/designers/artists.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Portfolio outcomes</b> demonstrate satisfactory knowledge and development with some progress; and adequate but predictable ideas;</li> <li>• Where <b>outcomes</b> are planned or achieved they demonstrate basic awareness of function, consumer, audience, or purpose; Evidence of basic exploration of materials, techniques and processes;</li> <li>• <b>Development and outcome</b> are appropriate, and make some connections to the requirements of the brief;</li> <li>• A mainly descriptive <b>evaluation</b> with satisfactory quality of written communication. In <b>the learning file</b> (or elsewhere) there are some connections made between own work and that of craft makers/designers/artists.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Portfolio outcomes</b> demonstrate basic knowledge and development with little progress; and ideas that are not fully formulated;</li> <li>• Where <b>outcomes</b> are planned or achieved they demonstrate limited awareness of function, consumer, audience, or purpose; Limited evidence of exploration of materials, techniques and processes;</li> <li>• <b>Development and outcome</b> are limited/incomplete, and make superficial connections to the requirements of the brief;</li> <li>• Basic <b>evaluation</b> (if any) with basic quality of written communication. In <b>the learning file</b> (or elsewhere) there are limited connections made between own work and that of craft makers/Designers/artists.</li> </ul>

## Appendix 2

### Definitions of Levels of Control

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

<p><b>High</b></p>	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> <li>• all students are within direct sight of the teacher/supervisor throughout the session(s);</li> <li>• display materials which might provide assistance are removed or covered;</li> <li>• there is no access to email, the internet or mobile phones;</li> <li>• students complete their work independently;</li> <li>• interaction with other students does not occur; and</li> <li>• no assistance of any description is provided.</li> </ul>
<p><b>Medium</b></p>	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none"> <li>• there is sufficient evidence to ensure that the individual work can be authenticated; and</li> <li>• the work an individual student submits for assessment is their own.</li> </ul> <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work.</p> <p>If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
<p><b>Limited</b></p>	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>



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