

CCEA Entry Level Certificate in Art & Design
(March Series) 2017

Principal Moderator's Report

art and
design

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Qualification (ELC) in Art and Design for this 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.

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ELC ART AND DESIGN

Principal Moderator's Report

I would like to take the opportunity to thank the teaching staff and students of Rosstulla School for hosting the ELQ briefing meeting this year. The moderation team enjoyed both the work and hospitality.

The Principal Moderator was encouraged with the number of centres entered for the revised specification. 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 organisation of the displays and the marking in the centres.

Feedback from the moderators this year stated that candidates had generally used a range of different approaches to the qualification. This is the main ethos of the specification which was enjoyable to see its outcome.

Administration at centres was good despite there being more documentation needed as some centres expressed concern. Feedback on the Teacher Learning Tracking Record was seen to be useful providing formative feedback to learners and to record evidence of achievement.

Most centres displayed worked clearly with clear labelling for each unit of work. Portfolios were of a high quality, well presented, structured and labelled. Some centres used work books for coursework and all work had been evaluated and annotated depending on student's ability, thus allowing all ability levels to engage.

The conceptual brief for both Units 2 & 4 were fully addressed by most centres with very good contextual references being used to inspire. One centre had visited the David Hockney exhibition at the MAC directly influencing their work by using similar Apps as Hockney in the production of their Final Outcome for Unit 4. There were some interesting interpretations of themes and candidates showed a sound understanding of the visual elements with strong connections made to relevant artists, e.g. Warhol, Klee and Oldenberg had been used in a creative way to aid development of their work.

With the experimental and developmental units of work, centres further explored techniques, materials and processes from a number of areas of study such as textiles, felt making, wood-cutting, card constructions, ceramics, printmaking, 3D construction used in an imaginative way with Modroc, wire sculpture, re-cycling found materials, mixed media and more traditional materials were used.

There was widespread use of Digital Media and centres are incorporating its use into the developmental stage of Unit 2, ranging from the use of relevant Apps such as Sketches Pro, manipulating own photographs through Photoshop, exploring Graphic Design through designing their own logos/symbols, and Photoshop used in a creative way. As PM it is encouraging to see Digital Media used as secondary source and in a development process, with stronger centres still relying on good drawing and painting skills as a primary source.

Centres used photography in a personal response to a theme with one centre taking their Final Outcome to the next stage.

Most centres had addressed the criteria for reviewing, evaluating and reflecting critically through written self-assessment sheets, use of 'word-boxes' and one centre should be commended for filming their candidates – this was successful as it allowed them to meet higher levels.

It is difficult with some candidates' to express themselves through written work therefore sharing of good practice will allow access for all this will be encouraged.

Teachers are working very hard to meet all of the Learning Outcomes with some high quality exhibitions presented for moderation, which was noted by some moderators.

Teachers continue to develop experiment and encourage all their candidates to achieve the best of their ability.

Paperwork, administration and the quality of teacher's marking, was mostly within the acceptable level with few adjustments required.

Some centres marked the work severely as this is a relatively new specification that is establishing its standards. The Principal Moderator recommends that teachers of this specification are facilitated to attend the Agreement Trial. This ensures that they have a clear understanding of the standard required and completion of paperwork in preparation for the moderation process.

Agreement Trials will be held in the autumn term to provide teachers with information and support as well as an opportunity to discuss issues relating to the course.

Contact details

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