

CCEA Entry Level Certificate in Art & Design
(March Series) 2018

Principal Moderator's Report

art and
design

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level 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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ENTRY LEVEL ART AND DESIGN

Principal Moderator's Report

Firstly CCEA would like to take the opportunity to thank the students and all staff at Thornfield House School for hosting the ELQ briefing meeting this year. The moderation team enjoyed the work of the students and the hospitable welcome that they received from all staff.

Moderation this year was deemed by the visiting moderators to be a positive experience overall. There were many positive comments on the quality and wide range of work the candidates had produced. Moderators noted that work in the majority of centres was well organised and labelled, with all appropriate paperwork completed in preparation for moderation process, this greatly helped the moderation process run smoothly out in centres.

Feedback from the moderators noted that centres had used a wide range of different approaches to the qualification which allowed for a great amount of personal expression of individual interests and passions of the candidates. This was a very positive comment and was clearly evident in the candidates' work. Centres had creatively approached traditionally challenging subject themes in a very creative way which was highly engaging for the candidates.

Excellent examples of drawing, painting, print making, textiles, batik, ceramics, collage, and woodcarving were evident across the centres.

It was also noted that there was a widespread and varied inclusion of digital media to support and develop the candidates work, with use of iPads and Photoshop to digitally enhance and distort images a popular source of manipulation. This was a popular choice to help assist with Units 2 & 5 (Development).

For Units 1 and 4 contextual references from various artists, crafts people and designers were strong across all centres, with Claes Oldenburg, Andy Warhol remaining popular choices from candidates. One centre is to be commended for their teaching process which clearly guided the candidates through the visual elements of line, tone, pattern, texture, shape, form and colour, which in turn greatly helped the development stage of the assessment criteria.

Health and safety whilst experimenting with a range of techniques, materials and processes was well documented in the majority of centres. At times this allowed the candidates to clearly demonstrate their full achievement at a higher level across Units 1 and 4.

It was noted that some centres had used local visits to museum exhibitions as a way to support the candidates' investigations and their development which was highly successful. Another centre had involved the use of community organisations in the form of Fab lab and visiting artists. It is encouraging to see use of outside agencies to support and expand the candidates' learning. This was particularly useful across Units 2 and 5 (Development).

Pupils' evaluations took many forms across centres with some using articulate written evaluations, at times supported with writing frames and or picture evaluations and others used digital media as a way of logging evaluations, including short videos of pupils talking about their work.

Unit 3 and 6 outcomes took many innovative and creative forms, including ceramic pots & teapots, textile hats and computer chairs, wood carved plaques & laser cut wooden lamps.

It is clear that teachers are working very hard to address all of the learning objectives in a way which engages the candidates taking this qualification. Moderators noted some very high quality and impressive exhibitions and displays across the centres.

Paperwork, administration, and quality of teacher marking was mostly within the acceptable range with only a few adjustments made. It is the recommendation of the principal moderator that all teachers of this specification are facilitated to attend the Agreement Trial. This will ensure that they have a clear understanding of the standard required and completion of paperwork in preparation for the moderation process.

Agreement Trails 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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