

CCEA Entry Level Certificate in Art & Design
(March Series) 2019

Principal Moderator's Report

art and
design

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the March 2019 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 section on our website at www.ccea.org.uk.

Contents

Principal Moderator's Report	3
Contact details	4

ENTRY LEVEL ART AND DESIGN

Principal Moderator'S Report

I would like to take the opportunity to thank the teaching staff and candidates of Beechlawn 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, as there is now a year-on-year increase. This specification is now represented at the annual True Colours Exhibition, which reflects the high standard of work produced and celebrates the achievement of candidates and their teachers. The moderation team commented on the range and diversity and approaches to the tasks across centres. This qualification embraces inclusivity and celebrates the ability and value of learning experiences for all the candidates.

Moderation this year was deemed by all the moderators to be a very positive experience in the majority of centres. I received positive comments about the quality of work, the organisation of the displays and the marking in the centres. Candidates had used a range of different approaches to the qualification. There was a variation in the nature and volume of work presented throughout centres. Some centres encouraged candidates to produce work with a personal interest, whilst others guided their outcome. This flexibility worked to the candidates' strengths, which was clearly evident in the standard of work in most centres.

The use of digital media has developed well in centres particularly those with adequate resources. It has become more purposeful and supports and develops candidates' work, with the use of iPads, Photoshop, appropriate apps, taking photographs and manipulating images. Candidates used it appropriately to assist the development of their work in Units 2 and 5.

For Units 1 and 4, work presented varied in quantity and nature across centres. There was some excellent evidence of thoughtful and critical engagement through written work and artists' interpretation which directly influenced their own. Popular choices were Hundertwasser, Pop Art, Mondrian and an exploration of different cultural influences. Some centres made good use of local galleries, museums and craftspeople as they involved themselves in workshops and visiting exhibitions which was evident in the standard of outcomes produced for Units 3/6. It is encouraging to see the use of contextual reference as a way to support candidates' investigations, expanding the candidates' learning experiences and meeting the Assessment Criteria.

Outcomes for Units 3 and 6 took various forms such as sculptures based on artist's interpretation, teapots, mixed media portraiture, mask making, batik bags, jewellery, wood carving and silk painting; which demonstrated experimentation and development in meeting the Assessment criteria.

Candidates' evaluations have been supported well in most centres, through the use of writing frames, pictorial review and a good use of digital media as a way of logging including video presentations. This should be commended as it fulfils the need to review their work in a creative and appropriate format.

Paperwork, administration and quantity of teacher marking was mostly within the acceptable range with only a few adjustments made. 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.

It is clear that centres are working very hard to address the learning objectives which engages all the candidates taking this qualification. Moderators noted some very high quality and impressive displays across the centres. Teachers continue to develop, experiment and encourage all their candidates to achieve the best of their ability.

Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Nola Fitzsimons**
(telephone: (028) 9026 1200, extension: 2235, email: nfitzsimons@ccea.org.uk)
- **Officer with Subject Responsibility: Anne McGinn**
(telephone: (028) 9026 1200, extension: 2263, email: amcginn@ccea.org.uk)