

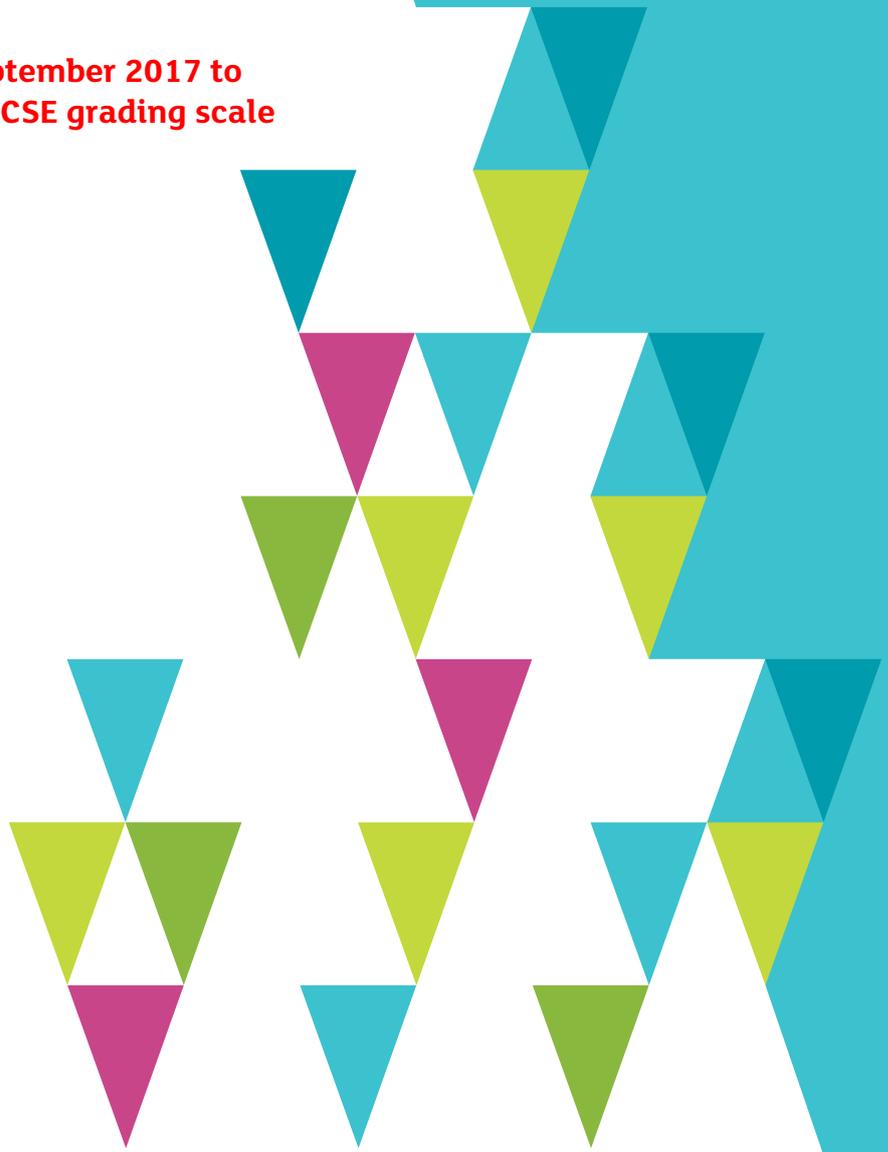
GCSE



CCEA GCSE Specification in Contemporary Crafts

**Amended for first teaching in September 2017 to
provide information on the new GCSE grading scale**

For first teaching from September 2017
For first award in Summer 2019
Subject Code: 0920



Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Contemporary Crafts for first teaching from September 2017. We have designed this specification to meet the requirements of the following:

- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications; and
- GCSE Controlled Assessment: Generic Regulations.

We will make the first full award based on this specification in summer 2019. We are offering this specification as a linear course.

The first assessment for the following components will be available in 2019:

- Component 1: Making: Exploring Materials, Techniques and Processes; and
- Component 2: Working to a Brief.

Students must complete both components to fulfil the requirements of this qualification.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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You may download further copies of this publication from www.ccea.org.uk

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1 Introduction

This specification sets out the content and assessment details for our GCSE Contemporary Crafts course. First teaching begins from September 2017, and we will make the first awards for this specification in 2019. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum.

A GCSE in Contemporary Crafts provides students with opportunities to engage in making activities which explore the properties and characteristics of materials, and the processes and techniques needed to manipulate them successfully. The skills and knowledge attained allow students to make connections between their own work and that produced in the wider creative industries. They will develop an awareness and understanding of employability options, business models and further learning opportunities.

This specification contributes to students' development as individuals and skilled contributors to the creative and cultural industries. It provides students with the opportunity to progress to higher levels of study, vocational training and employment. The interdisciplinary nature of this specification's content allows it to be delivered across departments within a centre, for example Art and Design, Technology and Design, or across centres within the framework of an Area Learning Community.

This GCSE encourages students to be inspired and challenged to develop their craft skills through studying traditional craft processes, contemporary interpretations of traditional skills, sustainable work practices and the use of new materials and technologies by makers and designers. The emphasis is on developing practical skills and knowledge in designing and making that support progression.

There is a wide range of disciplines available within the subject area. Some of these are listed in Section 3, but it is not an exhaustive list.

Our GCSE Contemporary Crafts is an applied qualification in which students develop knowledge, understanding and skills through practical demonstration and/or in a context related to employability.

As with all GCSEs, the guided learning hours for this specification are 120 hours. Centres should ensure that the total time spent delivering the specification adequately reflects the percentage weightings for each component.

1.1 Aims

This specification aims to encourage students to:

- develop their interest in and enthusiasm for making;
- develop skills, gain experience of and work with a broad range of materials and techniques, including traditional, sustainable and new technologies;
- actively engage in the processes of contemporary craft in order to develop as independent, critical and reflective thinkers and makers;
- develop an appreciation of the work of practitioners in the creative industries and show an understanding of what craft means;
- gain knowledge and understanding of skilled making, craft processes and associated equipment and safe working practices;
- be inspired by the values of skilled craftsmanship; and
- be moved and influenced by following a broad, satisfying and worthwhile course of study.

1.2 Key features

The key features of the specification appear below:

- This is a linear specification with two components: Component 1 is the controlled assessment (60 percent) and Component 2 is the examination (40 percent).
- This course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- Students are given the opportunity to explore, experiment with and understand a range of materials, specialist techniques and processes.
- This course allows students the opportunity to develop their making capabilities alongside employability skills.
- Students will develop an awareness and understanding of employability options, business models and opportunities within the creative industries.

1.3 Prior attainment

No prior level of attainment or experience is necessary for students to fulfil the requirements of this specification. However, in compiling the subject content we have taken into consideration the content of the Key Stage 3 curriculum in Northern Ireland, particularly the Cross-Curricular Skills, Thinking Skills and Personal Capabilities developed at this level.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 0920.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

2 Specification at a Glance

The table below summarises the structure of this GCSE course

Content	Assessment	Weighting	Availability
<p>Component 1: Making: Exploring Materials, Techniques and Processes</p>	<p>Controlled assessment</p> <p>Internally marked Externally moderated by a visiting moderator</p> <p>An edited portfolio of practical work and a learning file detailing investigations into the work and professional practices of craft makers/designers/ artists, business models and employability options in the craft and creative industries, and health and safety practices</p> <p>Time: a minimum of 45 hours over four terms under informal supervision</p>	60%	Summer (beginning in 2019)
<p>Component 2: Working to a Brief</p>	<p>Examination</p> <p>Internally marked Externally moderated by a visiting moderator</p> <p>A response to the set brief, which includes preparatory work, a final outcome and a written evaluation</p> <p>Time: A minimum of 14 hours 30 mins producing preparatory work (including a project plan)</p> <p>A set period of 10 hours under controlled conditions to complete the final outcome</p> <p>A maximum of 30 mins under controlled conditions to complete the written evaluation</p>	40%	Summer (beginning in 2019)

3 Subject Content

We have divided the course into two components:

- Component 1 (Controlled Assessment): Making: Exploring Materials, Techniques and Processes; and
- Component 2 (Externally Set Examination): Working to a Brief.

This section includes the subject content for the GCSE course. See Section 6 for guidance on the assessment of both components.

In Component 1 students will learn skills in making through exploring materials, techniques and processes while making connections between their own work and work produced in the wider creative industries. They will also demonstrate their awareness of business models and employment opportunities.

In Component 2 students will respond to a set brief. They will use the knowledge, understanding and skills gained in Component 1 to produce and present a final outcome. Their preparatory work should show how their thinking, exploration, experimentation with materials and investigation of the work of other practitioners support their final outcome.

In Component 1 students will work within at least two different craft disciplines. Below is a list of some of the craft discipline areas that can be selected. It is important to note that this list is not prescriptive. Within each of these areas possible study stretches from traditional craft making skills to digital prototyping, computer-aided design (CAD) and manufacturing. Materials, techniques and processes can be interdisciplinary, as is the case within many contemporary craft areas. The students' developmental work can explore a wide range of processes and materials to create maquettes, mock-ups and prototypes. Students should not be limited in their choice of materials. They should be encouraged to work with a range of materials as appropriate, including found and recycled materials.

Ceramics: Clay is used as a medium to create works that are architectural, functional, decorative or sculptural. The scale can vary widely from jewellery to large-scale vessels, and can also include elements of other materials. Techniques/Processes include, for example, slumping, slab building, coiling, modelling, moulding, throwing, sgraffito, incising and glazing.

Furniture: Materials traditionally associated with furniture include wood and metal. Other contemporary materials such as acrylic and fabrics can be explored. Craft-related drawing, CAD, hand and machine construction methods and new innovations/approaches, both in material use and in making should be considered. Techniques/Processes include, for example, carving, joining, cutting, turning, adhering, beating, bending, annealing, etching, welding, forging and laser cutting.

Glass: The medium of glass has a rich history. From glass-blowing and hot sculpting to cold-working and stained glass, there are many methods of working with glass. Techniques/Processes include, for example, cutting, joining, slumping, fusing, engraving, staining, etching, lead and kiln casting.

Metal: Metalworking techniques always follow the same principles, whether the design is industrial, sculptural, or even a piece of jewellery. Techniques/Processes include, for example, beating, bending, annealing, etching, enamelling, welding, casting and forging.

Silversmithing and Jewellery: Jewellery may be made from a wide range of materials to create functional, wearable or sculptural pieces. Techniques/Processes include, for example, beading, wire wrapping, soldering, linking, beating, cutting, shaping, annealing, piercing, folding, enamelling and sculpting.

Stone: Stonemasonry is a craft that has long played a major role in the construction of dwellings, landscapes and sculptures. Stone carving refers to a particular way of producing a sculpture as opposed to modelling in clay or casting. Techniques/Processes include, for example, cutting, carving, sculpting and assemblage.

Textiles: Textiles have been a major part of human life since the beginning of civilisation. The methods and materials used to make them have expanded enormously. From material construction techniques to surface decoration and manipulation, textiles can be used to produce functional, decorative and sculptural outcomes. Techniques/Processes include, for example, crochet, embroidery, knitting, weaving, felting, upholstery, beading, fraying, slashing, shrinking and dyeing.

Wood: Different woods can provide colour and texture, strength and beauty to the items that a craft maker creates. Hand and machine construction methods can be used to produce a variety of outcomes. Techniques/Processes include, for example, turning, carving, cutting, planing, joining, adhering and marquetry.

Appendix 1 lists some of the equipment/tools/materials that may support the delivery of this specification in centres.

3.1 Component 1: Making: Exploring Materials, Techniques and Processes

This is the controlled assessment component. It is worth 60 percent of the total GCSE qualification. The controlled assessment has two interlinked elements that are assessed separately:

- an edited portfolio of practical work; and
- a learning file.

There are 90 marks available for this component:

- 66 marks for the edited portfolio of practical work; and
- 24 marks for the learning file.

Students should have four terms in which to complete their portfolio. The work contained in the portfolio should reflect students' ability to manage the time available to address the three assessment objectives fully. In the portfolio there should be clear evidence that students have carried out a **minimum of 45 hours of work** under informal supervision.

Edited Portfolio of Practical Work

Students will engage in a range of making activities that allow them to learn craft skills and explore the potential of materials and techniques. Developing this understanding will enable students to select the appropriate materials and processes to produce outcomes. Students must provide evidence of exploration and increasing proficiency in **at least two** different craft disciplines within the portfolio.

Students should edit and annotate their portfolio to clearly illustrate their progression and skills acquisition over four terms. Different discipline areas may require different presentation formats; however, students' progress should be evident in the portfolio.

Learning File

Students will support and inform their practical work by investigating the work and practices of craft makers/designers/artists, and their role within the creative industries and wider society. The learning file should clearly demonstrate how students have investigated a range of information which is both meaningful and relevant to their chosen discipline areas. The quality of students' written communication will be assessed in this element.

In both elements students should be encouraged to annotate their work in such a way as to clarify their thinking/learning. This should not be in a mechanical or naïve manner but should express their thinking/learning clearly and precisely.

Centres are responsible for providing an appropriate environment and an adequate amount of time for students to complete Component 1.

Content	Learning Outcomes
<p>Exploring Materials, Techniques and Processes</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • work with a range of materials, tools and equipment; • explore the properties and characteristics of materials and investigate the potential of making techniques and processes; • demonstrate an effective working knowledge of: <ul style="list-style-type: none"> – traditional craft processes; – contemporary interpretations of traditional skills; and – sustainable work practices and the use of new materials and technologies by makers and designers; • demonstrate design/ideas development through relevant research, sketches, plans, working drawings and maquettes; • develop and show proficiency in making in at least two different craft disciplines; and • show an awareness and understanding of skilled making and the work of practitioners in the local, national and

Content	Learning Outcomes
<p>Understanding Business Models and Employability Options (cont.)</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the role of different types of business models, for example sole traders and limited companies; and • show an understanding of the different types of products or skilled production methods, for example bespoke, small batch and/or traditional construction methods.

3.2 Component 2: Working to a Brief

Component 2 is an externally set examination providing students with a stimulus theme in a variety of given settings. It is worth 40 percent of the total GCSE qualification.

There are 60 marks available for this component. Students must submit for assessment:

- Preparatory work (including a project plan);
- A final outcome;
- A written evaluation

These are marked holistically using an assessment matrix.

Students respond to the set brief, and using the knowledge, understanding and skills gained in Component 1 produce and present a final outcome. Preparatory work should show how their thinking, exploration, experimentation with materials and investigation of the work of other practitioners support their final outcome. They also produce a project plan. Students should be encouraged to annotate their work clearly and precisely. Students will complete a written evaluation under controlled conditions in which they will evaluate their response to the brief. The quality of their written communication will be assessed in their written evaluation.

Content	Learning Outcomes
Understanding, Responding and Working to a Brief Exploring experimenting and investigating preparatory work	Students should be able to: <ul style="list-style-type: none"> • assess and understand the requirements of the set brief; • investigate and develop creative ideas in response to the brief through relevant research, sketches, plans, working drawings and maquettes; • select appropriate media, materials, techniques and/or technologies to produce maquettes; • carry out appropriate research into the work of practitioners within relevant discipline areas; • plan and prepare for the production of the final outcome; • review and modify their work as it progresses; • use equipment and tools safely; • demonstrate proficiency in technical skill; • recognise the craft skills necessary to achieve the intended outcome; and • annotate work in visual and/or written form.

Content	Learning Outcomes
<p>Understanding, Responding and Working to a Brief (cont.)</p> <p>Project planning</p> <p>Creating an outcome in response to a brief</p> <p>Evaluating</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • indicate in their annotations: <ul style="list-style-type: none"> – how and why they made their decisions; – what challenges (if any) they encountered; and – any amendments they made; • produce a project plan detailing: <ul style="list-style-type: none"> – the resources required; – the processes and practices to be employed; – the required research, for example market research and the work of other practitioners; – timescales, for example key deliverables, milestone dates and deadline dates; and – costings; • meet the deadline; • produce an outcome that fulfils the brief and present it in an appropriate manner; and • produce a written evaluation of their work in response to the brief detailing: <ul style="list-style-type: none"> – if they had to change any aspect of their project plan; – how and why they made their decisions; – what challenges (if any) they encountered; – any amendments they made; and – how well they feel they responded to the requirements of the brief.

4 Scheme of Assessment

4.1 Assessment opportunities

You can see the availability of the controlled assessment and the examination in Section 2 of this specification.

This is a linear specification; candidates must take all the assessments at the end of the course. Candidates who wish to improve their overall grade must retake the qualification. They can retake one or both controlled assessment components or reuse (carry forward) the marks they have already been awarded for either component. Candidates can only carry forward these marks once.

Candidates must redo both the edited portfolio and the learning file of Component 1 if they do not wish to reuse their previous mark. If candidates retake a controlled assessment component, they must complete task(s) set for the series in which they are seeking a new grade. For up to date details on tasks please see your subject microsite at www.ccea.org.uk

4.2 Assessment objectives

Below are the assessment objectives for this specification. The three are interrelated and connections must be made. Candidates must:

- 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);
- AO2** apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s); and
- AO3** evidence the ability to resolve learning through developmental work and in the production of final outcome(s).

4.3 Assessment objective weightings

The table below sets out the assessment objectives for each assessment component and the overall GCSE qualification:

Assessment Objective	Component Weighting		Overall Weighting
	Component 1	Component 2	
	Controlled Assessment	Examination	
AO1	20%	13.3%	33.3%
AO2	20%	13.3%	33.3%
AO3	20%	13.3%	33.3%
Total Weighting	60%	40%	100%

4.4 Quality of written communication

In GCSE Contemporary Crafts candidates must demonstrate their quality of written communication. In particular, they must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- select and use a form and style of writing appropriate to their purpose; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Teachers assess the quality of candidates' written communication in the learning file (Component 1) and in the written evaluation (Component 2).

The mark band descriptors for quality of written communication are:

Excellent: The candidate successfully selects and uses the most appropriate form and style of writing. They organise the relevant material extremely well, with the highest degree of clarity and coherence. They make extensive and accurate use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are of the highest standard and ensure that the meaning is absolutely clear.

Good: The candidate successfully selects and uses a good form and style of writing. They organise the relevant material with clarity and coherence. They make good use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are of a good standard and ensure that the meaning is clear.

Satisfactory: The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. They organise the relevant material with some clarity and coherence. They make some use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are sufficiently competent to make the meaning evident.

Basic: The candidate makes only a limited attempt to select and use an appropriate form and style of writing. Their organisation of the material may lack clarity and coherence. They make little use of specialist vocabulary. Their presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear.

4.5 Reporting and grading

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G
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If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the candidate's performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>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.</p> <p>Practical work demonstrates a high degree of skill in making and manipulation of materials. Innovative application of processes and techniques.</p> <p>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.</p>
C	<p>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.</p> <p>Practical work demonstrates ability and understanding of skilled making. Sound application of processes and techniques.</p> <p>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.</p>
F	<p>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.</p> <p>Practical work demonstrates limited ability and understanding of skilled making. Basic application of processes and techniques.</p> <p>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.</p>

6 Guidance on Assessment

6.1 Internal assessment

To ensure that internal assessment is carried out in a reliable and consistent manner, we make the following provisions:

- We carry out agreement trials in the autumn term.
- We provide detailed assessment criteria and mark bands.
- We carry out a direct check of the marking standard of teachers as part of our external moderation procedures.
- We safeguard the quality control of internal assessment by thoroughly briefing and supervising the visiting moderators before and during the moderation process.

6.2 Controlled assessment

Component 1: Making: Exploring Materials, Techniques and Processes is the controlled assessment component. See Appendix 2 for a glossary of controlled assessment terms. Full details of the controls for this component are given below.

6.2.1 Controlled assessment review

We will review the controlled assessment component every two years to ensure that it continues to set an appropriate challenge and remains valid, reliable and stimulating. It is designed to support good teaching and learning and to be manageable for candidates and teachers.

6.2.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment. Candidates must:

- investigate the properties and characteristics of materials through research and explorative making;
- competently apply associated making techniques and processes to generate outcome(s);
- demonstrate understanding of the variety of contexts for professional practice;
- review and modify work in response to their own and others' evaluations;
- resolve learning through developmental work and in the production of final outcome(s); and
- organise, select and communicate ideas and responses, and present them.

6.2.3 Level of control

Rules for controlled assessment in GCSE Contemporary Crafts for the three stages of the assessment are as follows:

- Task Setting (low);
- Task Taking (medium); and
- Task Marking (medium).

6.2.4 Task setting

The level of control for task setting is low. This means that the centre sets the tasks for Component 1. The tasks must be developed from candidates' personal and/or given starting points. The controlled assessment provides centres with the opportunity to contextualise tasks to best suit their specific circumstances. This includes the availability of and access to resources.

6.2.5 Task taking

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	<p>Candidates must complete all work, with the exception of research, under informal supervision. This means that they do not need to be directly supervised at all times. However, the candidate must carry out sufficient work under direct teacher supervision to enable the teacher to authenticate the work as the candidate's own. The use of resources, including the internet, is not tightly prescribed.</p> <p>Candidates may complete research under limited supervision. This means that work may be completed outside of the centre without direct supervision. They may have unlimited access to electronic and printed resources, use the internet without restriction and work in groups. Teachers must ensure that candidates acknowledge and reference any sources used.</p>
Feedback	<p>Teachers must supervise and monitor all work that is assessed as part of the controlled assessment tasks. They must do this in line with the guidelines on controlled assessment.</p> <p>Teachers must guide and supervise candidates in relation to the following:</p> <ul style="list-style-type: none"> • monitoring progress; • preventing plagiarism; • ensuring compliance with health and safety requirements; and • ensuring work is completed in line with the specification requirements. <p>Candidates should work independently but teachers may direct them to appropriate resources in line with specification requirements.</p> <p>Candidates should reach their own conclusions and produce their own personal outcome(s).</p> <p>Teachers are responsible for validating each candidate's work in order to prevent plagiarism.</p>

Areas of Control	Detail of Control
<p>Time Limit</p> <p>Word Limit</p>	<p>We recommend that candidates spend a minimum of 45 hours completing all work to be assessed for Component 1. They must do this during the first four terms of the two year course. Centres set and timetable the period of time designated for the tasks.</p> <p>In the learning file, written text, including annotations, should not exceed 600 words per section.</p> <p>Centres must complete and submit all internal standardisation and marking to CCEA by the May deadline.</p>
<p>Collaboration</p>	<p>Candidates' work may be informed by working with others; however, each candidate must provide their own individual personal response for assessment that can be identified and evidenced by the teacher.</p>
<p>Resources</p>	<p>Candidates' access to resources is determined by those available to the centre. Centres must ensure that candidates can access relevant and appropriate resources.</p>
<p>Presentation of Work for Assessment</p> <p>Edited Portfolio</p> <p>Learning File</p>	<p>The edited portfolio should include as appropriate:</p> <ul style="list-style-type: none"> • drawings/sketches/designs explaining planning; • samples of techniques and processes; • evidence of understanding materials; • evidence of skills development; • evidence of experimentation; • maquettes; and • at least one final outcome. <p>The volume of work will be relative to the chosen craft disciplines (at least two) and the allocated time. We recommend that candidates produce for assessment a maximum of 20 A2 sheets or equivalent to demonstrate ideas development and sampling, a maximum of 5 3D pieces or equivalent and at least one final outcome.</p> <p>Candidates should present the learning file in an A4 document file made up of written work and images. It should include evidence of the following:</p> <ul style="list-style-type: none"> • contextual information on craft makers/designers/artists; • awareness and understanding of craft in the creative industries; • health and safety practices; and • understanding of business models and employability options within the creative industries.

6.2.6 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment component using assessment criteria and mark bands that we provide (Appendix 3).

6.3 Externally set examination

Component 2: Working to a Brief is the externally set examination. We will issue the examination paper in January of the year in which the examination is to be taken. It will offer a choice of project from the following:

- a client brief;
- a thematic directive; or
- a cultural or social issue.

This externally set examination requires:

- a minimum of 14 hours 30 minutes spent producing preparatory work (including a project plan);
- a final outcome that candidates must complete within a set period of 10 hours under controlled test conditions; and
- an evaluation of their response to the brief (approximately 350 words) written within a maximum period of 30 minutes under controlled test conditions.

Preparatory work (including a project plan)

Teachers do not need to directly supervise candidates at all times as they carry out their preparatory work (including their project plan). The use of resources, including the internet, is not tightly prescribed. The candidate has a minimum of 14 hours 30 minutes to complete this part of the assessment. Teachers are responsible for ensuring that all work which candidates develop in their preparation time (including work in progress) is kept under secure conditions in the centre.

Final outcome

Candidates must be formally supervised by a teacher or another person nominated by the centre during the completion of their final outcome. Candidates must complete the final outcome within a 10 hour period. However, certain processes or techniques may require extra time, for example allowing varnish or paint to dry, the firing of a product, the cooling and setting of lead or the setting/binding or bonding of other adhesive materials. This time does not need to be included in the 10 hour examination period. Candidates are allowed to use their preparatory work during the timetabled period for the production of their final outcome. Teachers are responsible for ensuring that all the work candidates develop to produce the final outcome (including work in progress) is kept within the centre under secure conditions.

Written evaluation

Candidates must be formally supervised by a teacher or another person nominated by the centre during the completion of their written evaluation of the final outcome. The candidate has a maximum of 30 minutes to complete the evaluation. We recommend a word limit of approximately 350 words. Candidates should have access to their preparatory work and final outcome in order to complete their written evaluation.

Candidates must complete their final outcome and written evaluation by the date we specify. They must present preparatory work (including their project plan) and final outcome as their response to the brief's requirements, along with their written evaluation, for assessment. The candidates' preparatory work must support the production of their final outcome. They must present it in the appropriate format. Centres are responsible for providing an appropriate environment and the required amount of time for candidates to respond to and complete Component 2.

6.4 Marking

Teachers mark both the controlled assessment and the externally set examination using assessment criteria and mark bands that we provide (see Appendices 3 and 4). They should use their professional judgment to select and apply the criteria in each successive mark band to candidates' work appropriately and fairly. When selecting a candidate's mark, teachers should follow the 'best fit' approach by making allowances for balancing strengths and weaknesses in each response. In deciding which mark within a particular mark band to award, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- **Threshold performance:** Response which just merits inclusion in the mark band and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the mark band and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the mark band description and should be awarded a mark at or near the top of the range.

When assessing a candidate's work, teachers should take into account the level of assistance they have given the candidate.

Teachers must annotate work presented for assessment, in particular the learning file (Component 1) and the written evaluation (Component 2), to ensure fairness for candidates and to assist with the moderation process. The annotations should detail why the candidate has been awarded a particular mark. This should consist of:

- summative comments on the work, usually at the end, and on the Candidate Record Sheet; and
- key pieces of evidence identified throughout the work, either in the margin or in the text.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website: www.jcq.org.uk

6.5 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks and the externally set examination before submitting the marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking work submitted for assessment.

As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. This is to bring assessments into line with other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

6.6 Moderation

Our moderation is consistent with the Code of Practice requirements. Centres' work will be assessed by a visiting moderator who will contact centres in advance to agree the dates of the moderation. Components 1 and 2 will be sampled and moderated at the same time. Centres must ensure that the work for inspection by the visiting moderator is accessible and suitably organised. The work of all candidates must be available on the day of inspection if required. Centres must submit their marks to us by the date we specify in May of any year. We may adjust centres' marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which marks must be submitted to us.

Information on moderation and assessment is summarised in the Instructions to Teachers booklet available on our website. You can also access updated assessment and moderation procedures on our GCSE Contemporary Crafts microsite at www.ccea.org.uk

Teachers and centre staff may contact us at any stage if they require advice, assistance or support regarding any aspect of internal assessment.

6.7 Reusing marks

In linear GCSE specifications candidates who retake the whole qualification may either retake the controlled assessment component or reuse their previous mark.

7 Links

7.1 Support

We provide the following resources to support this specification:

- a subject microsite within our website; and
- specimen assessment materials.

We intend to expand our range of support to include the following:

- past papers;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance materials;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; and
- exemplification of standards.

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment;
- progress from Key Stage 3 Northern Ireland Curriculum requirements;
- understand and relate to spiritual, moral, ethical, social, legislative, economic and cultural issues through the study of employability, social responsibilities and market influences in the creative industries;
- gain an awareness about sustainable development and practices, health and safety considerations and European developments; and
- develop skills to enhance employability.

7.3 Skills development

This specification provides opportunities for students to develop the following key skills:

- application of number (for example measuring, scaling up and down and costings);
- communication (for example communicating ideas and intentions visually, verbally and in written form);
- improving own learning and performance (for example producing a learning file in Component 1, experimenting and developing skills, reviewing and modifying work, analysing and evaluating work);
- Information and Communication Technology (for example using CAD and learning about new technologies);
- problem-solving (for example dealing with challenges raised through experiential learning and working to the set brief in Component 2); and
- working with others (for example liaising with craft makers/designers/artists).

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

Reasonable adjustments are made for students with disabilities. For this reason, very few students, if any, should have difficulty accessing the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Reasonable Adjustments* available at www.jcq.org.uk

7.6 Health and safety

This specification requires students to use a range of equipment, tools and materials.

Students should learn to use appropriate personal protective equipment when required, for example protective clothing or gloves, masks, safety glasses, ear defenders and safety footwear. Hair should be tied back in the workshop and jewellery removed before starting work.

Students should be taught how to handle, use and store tools correctly and safely, for example knives, scissors, scalpels, chisels or hammers. Masks should be worn when there are risks from chemicals, dust or inhalants.

All students should therefore carefully consider the equipment, tools and materials that they use and identify any risks that may be involved.

Before using any practical equipment, the teacher should undertake a health and safety risk assessment. This should include consideration of safe storage of, for example, chemicals and tools, demonstrating correct handling and making students aware of potential risks which may include the following:

- showing awareness of possible allergic reactions;
- working with electrical equipment;
- using sharp tools;
- handling dangerous chemicals; and
- inhaling dust.

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training.

7.7 Contact details

The following list provides contact details for relevant staff members and departments:

- 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, email: amcginn@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk)
- Moderation
(telephone: (028) 9026 1200, extension 2236, email: moderation@ccea.org.uk)

Appendix 1

Equipment/Tools/Materials

Below are just some of the equipment/tools/materials that may support the delivery of this specification in centres. The list is neither prescriptive nor exhaustive.

Ceramics

kiln	wooden boards
a set of kiln furniture	ceramic wheels
batt wash	brushes – soft glaze, large bristle, flat work, hog hair
a cabinet for storage of chemicals	glaze mops
clay storage bins or a cupboard in a cold/cool place to keep clay when not being worked	precision/fettling/potter's knives
containers for glaze	ceramic tools (general tools)
weighing scales	clay cutters, clay guns, clay extruder
dust masks	sieves (various meshes)
safety goggles	water sprayers
aprons	clingfilm to keep clay moist
rolling pins	ceramic stampers for decoration
synthetic sponges	calligraphy/italic pens set
wooden rods of equal height and length to roll out clay	mixing bowls, mixing skips
	plaster mould frames
	bow harp cutters/professional cutters

Glass

kiln	fusing glue
kiln fibre paper	pliers
batt wash	tallow candles
fine casting plaster	lead knives
heat resistant wire	flux
liquid enamel pens	solder
heat resistant hooks	copper foil
clear and coloured glass	lead cement
glass painting pens/outliner	lead strip
paint	lead vice
embossing powder	glass spray
glass cutter and oil	chinagraph pencil
	safety goggles

Jewellery

kiln	stone
laser cutter	wood
tongs	wool
pliers – round nose, flat nose, jeweller’s	felt
knives	paper/card
hammers	threads
fret saw	accessories
G-clamp	findings (fixings for jewellery)
wire mesh fixing support	solder
wire cutters	sanding cloths
glue gun and sticks	wet and dry sanding papers
burnishing tools	enamel powders
metal styling tools (relief and embossing)	gilding metal
punch	resin
small guillotine (for cutting metal)	perspex/perspex glue
buffer	acrylic sheets and rods
tumbler (polishing stones)	brass sheets and rods
rechargeable and/or hand drills	copper sheets and rods
drill bits	copper wire
blow torch	tin sheets and rods
laser cutter	plastic and vinyl sheets
hole punch	aluminium sheet
hot air gun	foam board
mortar and pestle	PVC foam
beads	latex

Metal

safety goggles
masks
gloves
skin apron
tongs
mallets
blow torch
acid bath
anvil
anvil hammers
repoussée cushion
forms
G-clamps
hammers
adjustable wrench

tape measure
square
wire snips
grinder
band saw
coping saw
hydrochloric acid
brass sheets and rods
copper sheets and rods
aluminium sheets and rods
tin sheets and rods
flux
oxyacetylene
cuttlefish
carding brushes

Textiles

electric sewing machines
bobbin cases
sewing needles –
embroidery/darning/machine
scissors
tape measures
pins
tailor's chalk
iron
stitch rippers
embroidery hoops
embroidery scissors
dressmaker's dummy
knitting needles
fabric dyes
basins
plastic gloves
salt
batik wax pot
batik wax
tjanting tools
brushes

threads
inks/screen painting inks
stencil paper
masking tape
adhesives (interfacing)
tissue paper
newsprint
bubble wrap
fabrics (natural, synthetic)
wadding
stuffing
trimmings
tops (felted material)
weaving card looms
weaving frames
screen printing frames
squeegees
screen fillers (water resistant) jars
screen drawing fluid bottles
screen cleaning brushes
lettering stencils
found and recycled cloth

Wood

lathes
screwdrivers
mitre
mitre squares
mitre blocks
stainless steel rule
tape measures
gauge
bradawls
rechargeable and/or hand drills
drill bits
sander
polisher
knives
router
files
chisels
wood turning tools
wood carving tools
planes
bench hooks and blocks
clamps

saws – hacksaw/dovetail/coping/
tenon/fret
hammers – ball/pein/joiner's/pin/
planishing/claw/mallet
push pins
surform tools
spreader
rollers
brushes
buffers
cutting mats
mounting boards
pencils
blades
carbon paper
veneers
steel wool
sand paper
lint free cloth
contact cement
varnish
woods

Appendix 2

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. The candidate's use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined. The use of resources is not tightly prescribed. Assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.
Assessment criteria and mark bands	<p>Criteria detailing how credit is to be awarded in relation to a particular component or task</p> <p>Normally characterises levels of response to tasks or parts of tasks and identifies the amount of credit each attracts</p>
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects

Term	Definition
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers. Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>

Appendix 3

Assessment Criteria and Mark Bands for Component 1: Making: Exploring Materials, Techniques and Processes

Overall total for Component 1: 90 marks

Edited portfolio of practical work: 66 marks

Learning file: 24 marks

Quality of written communication is assessed in the learning file.

[0] is awarded for work not worthy of credit.

See Section 6 of the specification for further guidance on the application of the assessment criteria and mark bands.

Edited Portfolio: AO1 Marks and Criteria

Marks	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.
Edited Portfolio of Practical Work <p>Excellent 18–22</p> <p>Good 12–17</p> <p>Satisfactory 6–11</p> <p>Basic 1–5</p>	<p>Candidates' work shows:</p> <ul style="list-style-type: none"> • evidence of extensive and creative exploration of materials, techniques and processes; • high level understanding of the relationship between relevant processes and products; • comprehensive understanding of contexts for professional practice; <ul style="list-style-type: none"> • evidence of thorough exploration of materials, techniques and processes; • clear understanding of the relationship between relevant processes and products; • clear awareness of contexts for professional practice; <ul style="list-style-type: none"> • evidence of satisfactory exploration of materials, techniques and processes; • satisfactory understanding of the relationship between relevant processes and products; • some awareness of contexts for professional practice; <ul style="list-style-type: none"> • evidence of limited exploration of materials, techniques and processes; • superficial understanding of the relationship between relevant processes and products; • limited awareness of contexts for professional practice.

[0] is awarded for work not worthy of credit.

Edited Portfolio: AO2 Marks and Criteria

Marks	AO2 Apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s).
<p>Edited Portfolio of Practical Work</p>	<p>Candidates' work shows:</p>
<p>Excellent 18–22</p>	<ul style="list-style-type: none"> • excellent making skills; • evidence of high level application of reviewing processes in the use of materials and techniques; • evidence of creativity, ambition and/or originality in the manipulation of materials, techniques and processes; • thorough and systematic application of health and safety practices and procedures; • an innovative and extensive range of relevant research, sketches, plans, working drawings and maquettes;
<p>Good 12–17</p>	<ul style="list-style-type: none"> • good making skills; • evidence of successful application of reviewing processes in the use of materials and techniques; • competent but predictable manipulation of materials, techniques and processes; • competent and methodical application of health and safety practices and procedures; • a varied and imaginative range of relevant research, sketches, plans, working drawings and maquettes;
<p>Satisfactory 6–11</p>	<ul style="list-style-type: none"> • satisfactory making skills; • evidence of some application of reviewing processes in the use of materials and techniques; • adequate manipulation of materials, techniques and processes; • satisfactory application of health and safety practices and procedures; • an appropriate and usually relevant range of research, sketches, plans, working drawings and maquettes;
<p>Basic 1–5</p>	<ul style="list-style-type: none"> • basic making skills; • evidence of limited application of reviewing processes in the use of materials and techniques; • limited manipulation of materials, techniques and processes; • inconsistent application of health and safety practices and procedures; • an insufficient range of relevant research, sketches, plans, working drawings and maquettes.

[0] is awarded for work not worthy of credit.

Edited Portfolio: AO3 Marks and Criteria

Marks	AO3 Evidence the ability to resolve learning through developmental work and in the production of final outcome(s).
Edited Portfolio of Practical Work <p>Excellent 18–22</p> <p>Good 12–17</p> <p>Satisfactory 6–11</p> <p>Basic 1–5</p>	<p>Candidates' work shows:</p> <ul style="list-style-type: none"> • well-informed and reflective development demonstrating substantial progress and extensive knowledge; • independent and original ideas; • engaging and highly skilful final outcome(s) which successfully fulfil the intended purpose; <ul style="list-style-type: none"> • informed and effective development demonstrating good progress and secure knowledge; • developing independence and original ideas; • effective and well-constructed final outcome(s) appropriate to the intended purpose; <ul style="list-style-type: none"> • satisfactory knowledge and development demonstrating some progress; • adequate but predictable ideas; • appropriate final outcome(s) related to the intended purpose; <ul style="list-style-type: none"> • basic knowledge and development demonstrating little progress; • ideas that are not fully formulated; • limited success in completing final outcome(s).

[0] is awarded for work not worthy of credit.

Learning File: AO1 Marks and Criteria

Marks	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.
Learning File Excellent 7–8 Good 5–6 Satisfactory 3–4 Basic 1–2	Candidates' work shows: <ul style="list-style-type: none"> • evidence of high level understanding and knowledge of professional practice in relevant contexts, business models and employability models; • thorough knowledge of health and safety practices and procedures; • quality of written communication that is excellent; * <ul style="list-style-type: none"> • evidence of good understanding and knowledge of professional practice in relevant contexts, business models and employability models; • competent knowledge of health and safety practices and procedures; • quality of written communication that is good; * <ul style="list-style-type: none"> • some evidence of understanding and knowledge of professional practice in a variety of contexts, business models and employability models; • satisfactory knowledge of health and safety practices and procedures; • quality of written communication that is satisfactory; * <ul style="list-style-type: none"> • little evidence of understanding and knowledge of professional practice in a variety of contexts, business models and employability models; • insufficient knowledge of health and safety practices and procedures; • quality of written communication that is basic. *
* For a detailed explanation of the mark bands for quality of written communication, see Section 4 of the specification.	

[0] is awarded for work not worthy of credit.

Learning File: AO2 Marks and Criteria

Marks	AO2 Apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s).
Learning File Excellent 7–8 Good 5–6 Satisfactory 3–4 Basic 1–2	Candidates' work shows: <ul style="list-style-type: none"> • highly relevant investigations and review of the practices of craft makers/designers/artists in their application of processes, materials and techniques; • quality of written communication that is excellent;* • significant investigations and review of the practices of craft makers/designers/artists in their application of processes, materials and techniques; • quality of written communication that is good;* • appropriate investigations and review of the practices of craft makers/designers/artists in their application of processes, materials and techniques; • quality of written communication that is satisfactory;* • superficial investigations and review of the practices of craft makers/designers/artists in their application of processes, materials and techniques; • quality of written communication that is basic. *
<p>* For a detailed explanation of the mark bands for quality of written communication, see Section 4 of the specification.</p>	

[0] is awarded for work not worthy of credit.

Learning File: AO3 Marks and Criteria

Marks	AO3 Evidence the ability to resolve learning through developmental work and in the production of final outcome(s).
<p>Learning File</p> <p>Excellent 7–8</p> <p>Good 5–6</p> <p>Satisfactory 3–4</p> <p>Basic 1–2</p>	<p>Candidates' work shows:</p> <ul style="list-style-type: none"> • perceptive and relevant connections made and understood between own work and that of craft makers/designers/artists; • quality of written communication that is excellent;* <ul style="list-style-type: none"> • secure connections made between own work and that of craft makers/designers/artists; • quality of written communication that is good;* <ul style="list-style-type: none"> • some connections made between own work and that of craft makers/designers/artists; • quality of written communication that is satisfactory;* <ul style="list-style-type: none"> • basic connections made between own work and that of craft makers/designers/artists; • quality of written communication that is basic. *
<p>*For a detailed explanation of the mark bands for quality of written communication, see Section 4 of the specification.</p>	

[0] is awarded for work not worthy of credit.

Appendix 4

Assessment Criteria and Mark Bands for Component 2:

Working to a Brief

Overall total for Component 2: 60 marks

Preparatory work (including project plan), final outcome and written evaluation are assessed together using one assessment matrix. The level descriptors for each assessment objective should be considered against the entire body of work presented and applied as relevant. Quality of written communication is assessed in the written evaluation under AO3. The project plan is assessed under AO2.

Although the final outcome is considered largely under AO3, the following criteria should also be considered when awarding marks for outcome:

AO1, relationship between relevant processes and product, and AO2, making skills and manipulation of materials.

[0] is awarded for work not worthy of credit.

See Section 6 of the specification for further guidance on the application of the assessment criteria and mark bands.

Working to a Brief: AO1 Marks and Criteria

Marks	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.
<p>Excellent 16–20</p> <p>Good 11–15</p> <p>Satisfactory 6–10</p> <p>Basic 1–5</p>	<p>Candidates' work shows:</p> <ul style="list-style-type: none"> • a fully developed understanding of the relationship between relevant processes and product (development and outcome); • thorough understanding and application of relevant health and safety practices and procedures; • high level understanding of contexts for professional practice including the work of other practitioners; • excellent understanding and use of subject specific vocabulary; <ul style="list-style-type: none"> • a clear understanding of the relationship between relevant processes and product (development and outcome); • good awareness and application of health and safety practices and procedures; • good awareness of contexts for professional practice including the work of other practitioners; • appropriate use of subject specific vocabulary; <ul style="list-style-type: none"> • some understanding of the relationship between relevant processes and product (development and outcome); • some awareness or application of health and safety practices and procedures; • some awareness of contexts for professional practice and/or the work of practitioners; • some use of subject specific vocabulary; <ul style="list-style-type: none"> • little understanding of the relationship between relevant processes and product (development and outcome); • limited awareness or application health and safety practices and procedures; • limited awareness of contexts for professional practice; • limited or no use of subject specific vocabulary.

Working to a Brief: AO2 Marks and Criteria

Marks	AO2 Apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s).
<p>Excellent 16–20</p>	<p>Candidates' work shows:</p> <ul style="list-style-type: none"> • a comprehensive project plan; • an innovative and/or extensive range of relevant research, sketches, plans, working drawings and maquettes; • excellent making skills and manipulation of materials, techniques and processes (development and outcome); • excellent ability to review, make decisions, explore problems and find solutions;
<p>Good 11–15</p>	<ul style="list-style-type: none"> • an effective project plan; • a competent but predictable range of relevant research, sketches, plans, working drawings and macquettes; • competent making skills and good manipulation of materials, techniques and processes (development and outcome); • clear ability to review, make decisions, explore problems and find solutions;
<p>Satisfactory 6–10</p>	<ul style="list-style-type: none"> • a satisfactory project plan; • some relevant research, sketches, plans, working drawings and maquettes; • satisfactory making skills and sometime adequate manipulating of materials, techniques and processes (development and outcome); • some ability to review, make decisions, explore problems and find solutions;
<p>Basic 0–5</p>	<ul style="list-style-type: none"> • project plan is basic or incomplete; • an insufficient range of relevant research, ketches, plans, working drawings and maquettes; • basic making skills and limited manipulation of materials, techniques and processes (development and outcome); • limited or n ability to review, make decisions, explore problems and find solutions.

Working to a Brief: AO3 Marks and Criteria

Marks	AO3 Evidence the ability to resolve learning through developmental work and in the production of final outcome(s).
<p>Excellent 16–20</p> <p>Good 11–15</p> <p>Satisfactory 6–10</p> <p>Basic 0–5</p>	<p>Candidates' work shows:</p> <ul style="list-style-type: none"> • development and outcome are fully relevant to the requirements of the brief; • accomplished outcome demonstrating full consideration of function, consumer, audience, or purpose; • evidence of creativity, ambition and/or originality in the exploration of materials, techniques and processes; • excellent evaluation and quality of written communication;* <ul style="list-style-type: none"> • development and outcome make relevant connections to the requirements of the brief; • effective and appropriate outcome demonstrating awareness of function, consumer, audience or purpose; • evidence of competence and understanding in the exploration of materials, techniques and processes; • good evaluation and quality of written communication' <ul style="list-style-type: none"> • development and outcome make some connections to the requirements of the brief; • satisfactory outcome demonstrating basic awareness of function, consumer, audience, or purpose; • evidence of some exploration of materials, techniques and processes; • a mainly descriptive evaluation with satisfactory quality of written communication;* <ul style="list-style-type: none"> • development and outcome make superficial connections to the requirements of the brief; • inadequate outcome demonstrating limited awareness of function, consumer, audience or purpose; • limited evidence of exploration materials, techniques and processes; • basic evaluation with basic quality of written communication.*
<p>*For a detailed explanation of the mark bands for quality of written communication, see Section 4 of the specification.</p>	