



Go to www.ccea.org.uk/ef to download the most up-to-date version of the GCSE Contemporary Crafts specification.



Supporting You

We will be delivering a programme of support over the next three years with a focus on the applied nature of the qualification. We will also be listening to your feedback and suggestions for support so that we can make informed decisions to meet future needs.

In the summer and autumn terms this year (2013) we will be:

- holding support workshops focused on specific areas of the specification, the scheme of assessment and controlled assessment (we will also post you out an invitation in advance of each event);
- providing a scheme of work; and
- providing fact sheets.

Beyond this you can expect:

- a student guide;
- more fact sheets/case studies;
- additional support workshops;
- information on industry/business links;
- online video tutorials.

We are also available to provide customised centre visits to meet individual support needs. To arrange a centre visit please contact us using the information opposite.

Contacts

If you have a query or require advice or guidance, please contact:

Subject Officer with overall responsibility for this specification

Anne McGinn
(028) 9026 1200 ext 2263
amcginn@ccea.org.uk

Specification Support Officer

Nola McLarnon
(028) 9026 1200 ext 2235
nmclarnon@ccea.org.uk

Getting Started

Whether you already teach an existing CCEA GCSE specification, teach a similar specification with another awarding body, or are considering offering applied specifications for the first time, getting started couldn't be easier:

- Visit www.ccea.org.uk/ef to view the specification.
- Attend the support event for your subject.
- Contact your Specification Support Officer if you have any queries.
- Look out for your subject microsite coming soon.

Follow CCEA on:

@CCEA_info
www.facebook.com/ccea.info
www.youtube.com/user/CCEAinfo



SPECIFICATION SNAPSHOT FOR CCEA'S NEW GCSE CONTEMPORARY CRAFTS

For first teaching from September 2013

For first award in summer 2015

**NEW APPLIED
SPECIFICATION**

A snapshot of CCEA's new GCSE Contemporary Crafts

Heads of Department or teachers of **Art & Design, Business Studies, and Employability** may be interested in this new applied specification.

The Programme for Government has identified a key commitment to the Department of Culture, Arts and Leisure 'Creative Industries Innovation Fund', confirming the importance of new and innovative qualifications in this area.

This new GCSE provides students with the opportunity to combine craft skills and employability skills. It emphasises activities which explore the properties and characteristics of materials and the processes and techniques needed to manipulate them. Students also have an opportunity to work to a client brief.

Specification Summary

Contemporary Crafts is about **making**. Craft makers explore the potential of materials, techniques and processes as they combine intellectual activity and manual dexterity in the creation of unique objects.

The specification encourages students to actively engage in the processes instead in contemporary crafts in order to develop as independent, critical and reflective thinkers and makers.

It is designed to encourage students to develop skills, gain experience of and work with a broad range of materials and techniques, including traditional, sustainable and new technologies. There is a wide variety of craft disciplines to choose from, and students develop knowledge, understanding and skills through practical demonstration and/or in a context related to employability.

Benefits to Students

The specification provides a sound basis for progression to further study and a range of interesting careers. It has been designed to help students:

- **acquire** subject knowledge, understanding and skills in relation to a work context;
- **develop** their interest in and enthusiasm for making;
- **explore** the properties and characteristics of different materials;
- **be inspired** by the values of skilled craftsmanship;
- **gain knowledge and understanding** of skilled making, craft processes and associated equipment and safe working practices;
- **demonstrate** working on their own initiative; and
- **undertake** research into the work and practices of craft makers/designers and artists.

Content and Assessment

Content	Content Summary	Assessment	Weightings	Availability
Component 1 Making: Exploring Materials, Techniques and Processes	<ul style="list-style-type: none"> • Exploring materials, techniques and processes • Understanding the importance of health and safety • Understanding business models and employability options 	Controlled assessment Internally marked Externally moderated by a visiting moderator This will include: <ul style="list-style-type: none"> • an edited portfolio of practical work • 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 Time: <ul style="list-style-type: none"> • a minimum of 45 hours over four terms under informal supervision 	60%	Summer only (beginning in 2015)
Component 2 Working to a Brief	<ul style="list-style-type: none"> • Understanding, responding and working to a brief 	Examination Internally marked Externally moderated by a visiting moderator A response to the set brief, which includes preparatory work (including a project plan), a final outcome and a written evaluation Time: <ul style="list-style-type: none"> • a minimum of 14 hours 30 minutes producing preparatory work • A set period of 10 hours under controlled conditions to complete the final outcome • A maximum of 30 minutes under controlled conditions to complete the written evaluation 	40%	Summer only (beginning in 2015)

As with all GCSEs the guided learning hours for this specification are:  120–140 hours.

Entitlement Framework

The Entitlement Framework will offer more choice and flexibility for your students aged 14 and above. It will give them access to a wider range of learning opportunities suited to their needs, abilities and interests. We have expanded our portfolio of GCSE, GCE and QCF Level 1 and 2 qualifications to help centres meet the requirements of the Entitlement Framework. [Go to www.ccea.org.uk/ef](http://www.ccea.org.uk/ef) to view our range of new applied specifications.

Applied qualifications allow the learner to develop knowledge, understanding and skills through practical demonstration and/or within a context related to employability. (See DE Circular Number 2011/26 December 2011.)

We consulted widely to ensure that our new applied qualifications:

- are stimulating and rewarding for students;
- provide progression pathways into higher education and the world of work;
- develop the skills that employers need; and
- are relevant to our changing society, economy and environment.

During development and quality assurance of our new applied specifications, we consulted with a range of stakeholders including the Department of Employment and Learning, Department of Enterprise and Investment, employers, employer representatives such as Invest Northern Ireland, higher education, post-primary schools, sector skills bodies, subject associations, teacher training groups and universities.

Employers reviewed the specifications and agreed that they meet students' needs, as the content is up to date and relevant. They also felt the specifications provide opportunities for students to:

- **improve** their skills, be creative and demonstrate independent learning; and
- **realise and develop** skills relating to real-life work contexts through the learning and assessment methodologies.

A representative from **Craft Northern Ireland** says:

'The contemporary crafts sector overlaps with many of the creative industries such as design, architecture and fashion, as well as STEM subjects and industries in areas such as bio-technology, digital and communications technology, manufacturing and material science. Craft Northern Ireland warmly welcomes CCEA's forward thinking approach in developing this new qualification and its role in supporting the needs of students, teachers, employers and the future of the industry.'