

GCSE Contemporary Crafts Specimen Assessment Material

For first teaching from September 2013
For first award in Summer 2015

Subject Code: 0920

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Foreword

CCEA has developed new applied specifications which comply with criteria for GCSE qualifications. The specimen assessment materials accompanying new specifications are provided to give centres guidance on the structure and character of the planned assessments in advance of the first assessment. It is intended that the specimen assessment materials contained in this booklet will help teachers and students to understand, as fully as possible, the markers' expectations of candidates' responses to the types of tasks set at GCSE level. These specimen assessment materials should be used in conjunction with CCEA's GCSE Contemporary Crafts specification.

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GCSE Contemporary Crafts Specimen Assessment Materials

Contents

Specimen Paper	1
Component 2: Working to a Brief	3
Mark Scheme	9
General Marking Instructions	11
Assessment Criteria and Mark Bands for Component 2: Working to a Brief	15
Summary of Changes since First Issue	18

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SPECIMEN PAPER
DIVIDER FRONT

SPECIMEN PAPERS

DIVIDER BACK



Rewarding Learning

**General Certificate of Secondary Education
2015**

Contemporary Crafts

Component 2

Working to a Brief

[CODE]

SPECIMEN PAPER

INFORMATION FOR CANDIDATES

You will receive this paper at the beginning of January 2015. The work made in response to the paper should be completed approximately one week before the submission of marks to CCEA.

The total mark for this paper is **60**.

Candidates must submit for assessment

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

You should read the instructions and guidance carefully before starting your work.

Quality of Written Communication is assessed in the **written evaluation**.

Information on supervision, support and authenticity is available on request or can be downloaded from the CCEA website www.ccea.org.uk

Instructions to candidates

Component 2, Working to a Brief, is an externally set examination which will provide you with a choice of briefs.

You must select only **one** of the set briefs and you should use your skills, knowledge and understanding to respond effectively to its requirements.

The time period during which you are allowed to produce your response to the brief is from January to April. A **minimum period of 14½ hours** should be spent producing your preparatory work (including your project plan). The final outcome must be **completed** within a set period of **10 hours** and this must be carried out under controlled test conditions. The evaluation of your response to the brief will be written within a maximum period of **30 minutes** under controlled test conditions and should be approximately 350 words in length.

Your teacher will give you exact instructions on the completion and submission of your preparatory work and the arrangements made for your controlled test sessions.

You must present your preparatory work (including your project plan), your final outcome and your written evaluation for assessment. The preparatory work you produce must support the production of the final outcome. It should be clearly evident that this work fulfils all of the assessment criteria listed below.

All work presented for this examination must be your own.

Assessment criteria

The following assessment objectives will be used when assessing your work:

- 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).

The percentage allocation is as follows:

- AO1 13.3%
- AO2 13.3%
- AO3 13.3%

The mark allocation is as follows:

- AO1 20 marks
- AO2 20 marks
- AO3 20 marks

Guidance

The following guidelines apply to the preparatory work, final outcome and written evaluation.

You should:

- assess and understand the requirements of the set brief;
- produce a project plan;
- creatively investigate and develop ideas in response to the brief through relevant research; this may include mind maps, contextual information, collages, sketches, working drawings, mood boards, design pages, plans, samples and maquettes;
- select appropriate media, materials, techniques and/or technologies in the production of maquettes to successfully respond to the brief;
- plan and prepare for the production of the final outcome;
- meet the deadline;
- produce an outcome that fulfils the brief;
- present your preparatory work (including your project plan) and final outcome in an appropriate manner;
- complete a written evaluation of your response to the brief indicating:
 - if you had to change any aspect of your project plan;
 - how and why you made your decisions;
 - what challenges you encountered;
 - any amendments you made;
 - how well you feel you responded to the requirements of the brief; and
- make this work available for marking and moderation when instructed to do so.

Component 2: Working to a Brief

Choose **one** of the following briefs:

BRIEF A 'Celebration'

The local council is hosting an awards ceremony for members of the community who have made a positive impact in their area. The theme of the awards ceremony is 'Celebrating Excellence'. The following categories are being awarded:

- Environment;
- Youth; and
- Sport.

They would like to commission you to produce an award for **one** of the categories.

The following are their requirements for the final outcome:

- the award must be robust and easily handled;
- there must be a space for the addition of an inscribed brass plaque with the winner's name; and
- the award must reflect both the theme and the category.

Or

BRIEF B 'My Place'

A local museum is organising an exhibition entitled 'My Place' which will bring together a variety of work from a range of different disciplines.

You have been invited to produce an outcome inspired by **one** of the following:

- the natural environment;
- the built environment; or
- the industrial environment.

The following are the requirements for the final outcome:

- it can be either functional or decorative;
- you should consider how your outcome will be displayed, for example, free standing, attached to a wall or on a plinth; and
- your outcome must reflect the chosen environment.

Or

BRIEF C 'Sustainability'

A new shop is opening in your area which will specialise in selling products made by local craft makers from recycled, repurposed or found materials.

You have been invited to design and make a product for display in the shop window from **one** of the following:

- an item of clothing;
- a piece of jewellery; or
- a decorative or functional item for the home.

The following are the requirements for the final outcome:

- you must use recycled, repurposed or found materials in the making of the item;
- it must be innovative in its use of materials; and
- it must be appealing to 14–19 year olds.

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Rewarding Learning

**General Certificate of Secondary Education
2015**

Contemporary Crafts

GENERAL MARKING INSTRUCTIONS

General Marking Instructions

Introduction

The assessment criteria and mark bands are intended to ensure that work presented for the GCSE Contemporary Crafts components is marked consistently and fairly. They provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which teachers should apply in allocating marks to candidates' responses. They should be read in conjunction with these general marking instructions.

The assessment criteria and mark bands for both components can be found in the Appendices section of the specification.

Assessment Objectives

Below are the assessment objectives for GCSE Contemporary Crafts. The three are interrelated and connections must be made.

Candidates must:

- demonstrate knowledge and understanding of the properties and characteristics of materials, associated making techniques and processes, and the variety of contexts for professional practice (AO1);
- apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s) (AO2); and
- evidence the ability to resolve learning through developmental work and in the production of final outcome(s) (AO3).

Quality of candidates' responses

In marking candidates' work, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

In the event of unanticipated responses, teachers are expected to use their professional judgement to assess the validity of responses. If a response is particularly problematic, then teachers should seek the guidance of the Subject Officer.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Teachers should make use of the whole of the available mark range.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for a response which is completely incorrect or inappropriate.

Mark bands

In deciding which mark band to award, teachers should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. 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.

Quality of written communication

In GCSE Contemporary Crafts candidates' written communication is assessed with regard to presentation, specialist vocabulary, spelling, punctuation, grammar, form, style and organisation. Teachers assess the quality of candidates' written communication in the learning file (Component 1) and in the written evaluation (Component 2).

For conciseness, quality of written communication is distinguished within levels of response as follows:

Mark band 1: Quality of written communication is basic.

Mark band 2: Quality of written communication is satisfactory.

Mark band 3: Quality of written communication is good.

Mark band 4: Quality of written communication is excellent.

In interpreting these band descriptions, teachers should refer to the more detailed guidance provided below:

Mark band 1 (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.

Mark band 2 (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.

Mark band 3 (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.

Mark band 4 (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.

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.

Marks for the project plan are awarded under AO2.

Marks for written evaluation are awarded under AO3.

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.

Assessment matrix for Component 2: Working to a brief: Development, final outcome and evaluation

Working to a brief	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).	AO3 Evidence the ability to resolve learning through developmental work and in the production of final outcome(s).
Excellent 16–20	<p>A fully developed understanding of the relationship between relevant processes and product (development and outcome);</p> <p>Thorough understanding and application of relevant health and safety practices and procedures;</p> <p>High level understanding of contexts for professional practice including the work of other practitioners;</p> <p>Excellent understanding and use of subject specific vocabulary;</p>	<p>A comprehensive project plan;</p> <p>An innovative and/or extensive range of relevant research, sketches, plans, working drawings and maquettes;</p> <p>Excellent making skills and manipulation of materials techniques and processes (development and outcome);</p> <p>Excellent ability to review, make decisions, explore problems and find solutions;</p>	<p>Development and outcome are fully relevant to the requirements of the brief;</p> <p>Accomplished outcome, demonstrating full consideration of function, consumer, audience, or purpose;</p> <p>Evidence of creativity, ambition and/or originality in the exploration of materials, techniques and processes;</p> <p>Excellent evaluation and quality of written communication.</p>
Good 11–15	<p>A clear understanding of the relationship between relevant processes and product (development and outcome);</p> <p>Good awareness and application of health and safety practices and procedures;</p> <p>Good awareness of contexts for professional practice including the work of other practitioners;</p> <p>Appropriate use of subject specific vocabulary;</p>	<p>An effective project plan;</p> <p>A component but predictable range of relevant research, sketches, plans, working drawings and maquettes;</p> <p>Competent making skills and good manipulation of materials, techniques and processes (development and outcome);</p> <p>Clear ability to review, make decisions, explore problems and find solutions;</p>	<p>Development and outcome make relevant connections to the requirements of the brief;</p> <p>Effective and appropriate outcome demonstrating awareness of function, consumer, audience, or purpose;</p> <p>Evidence of competence and understanding in the exploration of materials, techniques and processes;</p> <p>Good evaluation and quality of written communication;</p>

Working to a brief	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).	AO3 Evidence the ability to resolve learning through developmental work and in the production of final outcome(s).
Satisfactory 6–10	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;	A satisfactory project plan; Some relevant research, sketches, plans, working drawings and maquettes; Satisfactory making skills and sometimes adequate manipulation of materials, techniques and processes (development and outcome); Some ability to review, make decisions, explore problems and find solutions;	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 basic exploration of materials, techniques and processes; A mainly descriptive evaluation with satisfactory quality of written communication
Basic 1–5	Little understanding of the relationship between relevant processes and product (development and outcome); Limited awareness or application of health and safety practices and procedures; Limited awareness of contexts for professional practice; Limited or no use of subject specific vocabulary.	Project plan is basic or incomplete; An insufficient range of relevant research, sketches, plans, working drawings and maquettes; Basic making skills and limited manipulation of materials, techniques and processes (development and outcome); Limited or no ability to review, make decisions, explore problems and find solutions.	Development and outcome make superficial connections to the requirements of the brief; Inadequate outcome demonstrating limited awareness of function, consumer, evidence, or purpose; Limited evidence of exploration of materials, techniques and processes; Basic evaluation with basic quality of written communication.
0	No rewardable work	No rewardable work	No rewardable work
Mark Awarded	(Out of 20)	(Out of 20)	(Out of 20)
Total mark for Unit 2 (out of 60)			

Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	15 November 2016	15–17	All of Assessment Criteria and Mark Bands for Component 2: Working to a Brief replaced
		3	Amendments to text
		4	Amendments to text
		16	Amendments to text
		18	Amendments to text

