

**CCEA Draft GCSE Specification in
Contemporary Crafts**

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

Subject Code: [code]

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Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Contemporary Crafts for first teaching from September 2013. We have designed this specification to meet the requirements of the following:

- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Art & Design, and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2015.

We are offering this specification as a linear course.

The first assessment for the following components will be available in 2015:

- Component 1: Making - exploring materials, techniques & processes
- Component 2: Working to a Brief

To fulfil the requirements of this qualification, students must complete both components

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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1 Introduction

This specification sets out the content and assessment details for our GCSE Contemporary Crafts course. First teaching begins from September 2013, and we will make the first awards for this specification in 2015. 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. It is also relevant to key curriculum concerns in England and Wales.

This specification contributes to students' development as individuals and skilled contributors to the creative and cultural industries which have evolved in the last few decades as a source of economic activity and employment. 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, Design and Technology, or across centres within the framework of an Area Learning Community.

1.1 Rationale

A GCSE in Contemporary Crafts provides students with the opportunity 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 within the wider creative industries. They will develop an awareness and understanding of employability options, business models and further learning opportunities.

Learning through making is important. The skills and knowledge gained through this course of study will develop students' practical capabilities and enhance their employability skills such as:

- problem solving;
- use of ICT;
- use of numeracy;
- the capacity to reflect and apply knowledge;
- the ability to make decisions and be adaptable;
- the development of personal qualities and attitudes; and
- effective communication in a variety of situations.

This specification 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 can support progression.

There is a wide range of disciplines available within the subject area, which supports students working in contemporary crafts. These include, but are not limited to:

- Applied Arts;
- Fashion;
- Furniture;
- Interiors;
- Product; and
- Textiles

1.2 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; and
- be inspired by the values of skilled craftsmanship, moved and influenced by studying a broad, satisfying and worthwhile course of study.

1.3 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%) and Component 2 is the examination (40%).
- 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 and understand a range of materials and 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.
- Teacher guidance and specimen assessment materials are available to accompany this specification.

1.4 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 thinking skills and personal capabilities developed at this level.

1.5 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 [code]

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.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

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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 & processes</p>	<p>Controlled assessment</p> <p>Internally marked Externally moderated</p> <ul style="list-style-type: none"> • An edited portfolio of practical work representing a minimum of 45 hours work over four terms; <p>and</p> <ul style="list-style-type: none"> • 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. 	60%	Summer only (beginning in 2015)
<p>Component 2 Working to a brief</p>	<p>Examination</p> <p>Internally marked Externally moderated</p> <p>A response to the set brief, which represents a minimum of 15 hours preparatory work and a 10-hour, supervised examination period for the completion of the final outcome.</p>	40%	Summer only (beginning in 2015)

3 Subject Content

We have divided the course into two components: Component 1 is a controlled assessment and Component 2 is an examination. The content of each component, as well as the respective learning outcomes, appears below.

3.1 Component 1: Making - exploring materials, techniques & processes

This is the controlled assessment component and is worth 60% of the total GCSE qualification. Students will have a minimum of 45 hours (including research) over four terms to complete this component, which has two elements:

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

This component enables students to learn skills in making through the exploration of materials, techniques and processes whilst making connections between their own work and that produced within the wider creative industries. They will also demonstrate their awareness of business models and employability opportunities.

Element 1: An Edited Portfolio of Practical Work (80%)

Students will engage in a range of making activities that allow them to learn craft skills and explore the potential of materials and techniques. Students will be required to provide evidence exploration and increasing proficiency in at least **two** discipline areas within the portfolio. The portfolio should be edited in such a manner as to clearly illustrate the students' progression and skills acquisition over four terms (minimum 45 hours).

The edited portfolio should include:

- 1) drawings/sketches/designs explaining planning and workings;
- 2) samples of techniques and processes;
- 3) evidence of experimentation;
- 4) maquettes (where appropriate); and
- 5) at least one final outcome.

Element 2: Learning File (20%)

Students will support and inform their practical work through investigations into 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 learning file should include:

- 1) contextual information on craft makers/designers/artists;
- 2) evidence of awareness and understanding of craft in the creative industries;
- 3) evidence of health and safety practices;
- 4) evidence of business models and employability options within the creative industries; and
- 5) annotations demonstrating students' understanding.

Centres are responsible for providing an appropriate environment and an adequate amount of time for candidates 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 traditional craft processes, contemporary interpretations of traditional skills, sustainable work practices and the use of new materials and technologies by makers and designers; • develop proficiency in making in two or more craft disciplines; • show an awareness and understanding of skilled making and the work of practitioners in the local, national and international craft and creative industries; • demonstrate an understanding of employability options and business models within the craft and creative industries; • analyse and evaluate their work using the appropriate technical language; • produce an edited portfolio; • produce a learning file; and • present their work in an appropriate format(s).
<p>Understanding the Importance of Health and Safety</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • demonstrate safe working practices in the production of their work; • use equipment and tools safely; and • demonstrate knowledge and understanding of health and safety regulations and procedures.

<p>Understanding Business Models and Employability Options</p>	<p>Students should be able to:</p> <ul style="list-style-type: none">• show an understanding of the role of different types of traders, e.g. sole traders, limited company;• show an understanding of the different types of products or skilled production methods, e.g. bespoke, small batch, traditional construction methods; and• show an understanding of the different types of markets for craft products and skilled making opportunities, e.g. gallery, retail (public, trade), film/theatre industry, construction.
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3.2 Component 2: Working to a Brief

Component 2, Working to a Brief, is an externally set examination which will provide students with a stimulus theme within a variety of given settings.

Students will respond to the brief and using the understanding, knowledge and skills gained in Component 1 will produce and present a final outcome(s). Preparatory work should show how their thinking, exploration, experimentation of materials and their investigation of the work of other practitioners support their final outcome(s).

The examination paper will be issued 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:

- an adequate preparatory period with a **minimum of 15 hours** spent producing preparatory work; and
- a final outcome that candidates must **complete** within a set period of **10 hours** and that they must carry out under controlled test conditions.

The candidate must present the preparatory work and final outcome(s) as their response to the requirements of the brief. The preparatory work the candidate produces must support the production of a final outcome.

Content	Learning Outcomes
Understanding, Responding and Working to a Brief	<p>Students should be able to:</p> <ul style="list-style-type: none"> • assess and understand the requirements of the set brief; • creatively investigate and develop ideas in response to the brief through relevant research, sketches, plans, working drawings and maquettes; • select appropriate media, materials, techniques and/or technologies in the production of maquettes to successfully respond to the brief; • 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;

	<ul style="list-style-type: none">• demonstrate proficiency in technical skill;• recognize the craft skills necessary to achieve the intended outcome(s);• annotate work in visual and/or written form, indicating how and why decisions were made, if problems were encountered and amendments made;• understand the importance of producing a project plan detailing:<ul style="list-style-type: none">○ the resources required;○ the processes and practices to be employed;○ the required research e.g. market research, the work of other practitioners;○ timescales e.g. key deliverables, milestone dates and deadline dates; and○ costings.• meet the deadline;• produce an outcome(s) that fulfils the brief and present it in an appropriate manner; and• evaluate their work in relation to the brief.
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4 Scheme of Assessment

4.1 Assessment opportunities

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

4.2 Assessment objectives

Below are the assessment objectives for this specification. 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**).

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%	12%	32%
AO2	20%	12%	32%
AO3	20%	16%	36%
Total Weighting	60%	40%	100%

4.4 Quality of written communication

In GCSE Contemporary Crafts students must demonstrate their quality of written communication. When writing is presented to supplement and support students making, it will be assessed in an integrated way considering the descriptors used for the practical work. In particular, candidates 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 to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners and teachers assess the quality of candidates' written communication in their responses to tasks. They assess the quality of written communication within all assessment objectives and both components in this specification.

The mark band descriptors for quality of written communication are:

Accomplished: Highly effective use of a wide range of specialist vocabulary. Organisation of information and meaning is thorough and focused. Spelling, punctuation and grammar are used with consistent accuracy.

Competent: Use of a wide range of specialist vocabulary. Organisation of information and meaning is focused and clear. Spelling, punctuation and grammar are used with accuracy.

Adequate: Use of a satisfactory range of specialist vocabulary. Organisation of information and meaning is evident. Spelling, punctuation and grammar are used with some accuracy.

Limited: Use of a limited range of specialist vocabulary. Organisation of information and meaning is unclear. Spelling, punctuation and grammar are used with limited accuracy.

4.5 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain on individual assessment units.

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. If candidates fail to attain a grade G or over, we report their results as unclassified (U).

We award grades that match the grade descriptions published by the regulatory authorities (see Section 5).

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 candidates' 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. Practical work demonstrates a high degree of skill in making and manipulation of materials. Innovative use of accomplished application of processes and techniques.</p> <p>Candidates demonstrate an analytical understanding of the wider social, economic and cultural contexts of the craft and creative industries. They use technical language accurately. Candidates can evaluate their investigations and final outcome(s) with perceptive and informed understanding.</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. Practical work demonstrates ability and understanding of skilled making. They competently apply safe working practices and are considerate of health and safety legislation.</p> <p>Candidates use correct technical language and show an understanding of the wider, social, economic and cultural contexts of the craft and creative industries. They show some insight when evaluating their investigations and final outcome(s).</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>Candidates use limited technical language and provide a limited selection of evidence with limited understanding of the wider social, economic and cultural contexts of the craft and creative industries. They present a basic description of their investigations and final outcome(s).</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 a clear marking matrix for assessing specific skills.
- 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 external assessment by thoroughly briefing and supervising moderators before and during the moderation process.

6.2 Controlled assessment review

We will review our controlled assessment tasks periodically to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

They are designed to support good teaching and learning and to be more manageable for candidates and teachers.

6.3 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.

6.4 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).

6.5 Task setting

The level of control for task setting is low. This means that the centre sets the task.

Component 1 of the specification 'Making - exploring materials, techniques & processes' is internally set. It must be developed from candidates' personal and/or given starting points. The controlled assessment task provides opportunities for centres to contextualize the task to best suit their specific circumstances. This includes the availability of and access to resources.

6.6 Task taking

The level of control for task taking is medium.

Areas of Control	Detail of Control
<p>Authenticity</p>	<p>Candidates must complete all work, with the exception of research, under informal supervision. They may complete research under limited supervision. Teachers must ensure that candidates acknowledge and reference any sources used.</p> <p>We will provide centres and teachers with clear guidance regarding use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.</p>
<p>Feedback</p>	<p>Teachers must supervise and monitor all work that is assessed as part of the controlled assessment tasks. They must do this in accordance 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; • ensuring work is completed in accordance with the specification requirements; and • work that can be assessed in accordance with the procedures and marking criteria. <p>Candidates should work independently but teachers may direct candidates to appropriate resources in accordance with specification requirements</p> <p>Candidates are required to reach their own conclusions and produce their own personal outcome</p> <p>Teachers are responsible for validating each candidate's work in order to prevent plagiarism.</p>

<p>Time Limit</p>	<p>Candidates have a minimum of 45 hours to complete the work for Component 1. They can do this at any time throughout the course. Centres set and timetable the period of time designated for the task(s).</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 have access to relevant and appropriate resources.</p>

6.7 Task marking

The level of control for task marking is medium. Teachers mark the controlled assessment task(s) using assessment criteria that we provide. (See Appendix 2) They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses within each response.

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

6.8 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments.

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.

6.9 Moderation

Centres must submit their marks and samples to us by the specified date in May of any year. We may adjust centre's 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; and
- the nature of sampling.

Information on moderation and assessment is summarised in the *Instructions to Teachers* booklet, which is available on our website. You can also access updated assessment and moderation procedures on our GCSE Contemporary Crafts microsite on 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.

6.10 Reusing marks

In linear GCSE specification candidates who re-take the whole qualification may either re-take the controlled assessment component or re-use their previous mark.

See Appendix 1 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

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

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- schemes of work;
- centre support visits;
- support days for teachers;
- portfolio clinics;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- case studies;
- a resource list; and
- exemplification of standards.

You can find our Annual Support Programme of events and materials for GCSE Contemporary Crafts on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. 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 [including equality and disability discrimination], economic and cultural issues;
- understand and relate to sustainable development, health and safety considerations and European developments; and
- understand and relate to the 'skills agenda' and employability.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides opportunities for students to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Application of Number
- Communication
- Improving Own Learning and Performance
- Information and Communication Technology
- Problem-Solving
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the QCDA website at www.qcda.gov.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations 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 equalities 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, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of 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. **Information on reasonable adjustments is found in the Joint Council for Qualifications' document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

7.6 Contact details

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

- Specification Support Officer:
(telephone: (028) 9026 1200, extension XXXX, email: xxxx@ccea.org.uk)
- Officer with Subject Responsibility:
(telephone: (028) 9026 1200, email: xxxxx@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 (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

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
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. 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 and 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.

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
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, as defined by subject-specific regulations. 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>
Unit	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

Appendix 2

Assessment Criteria and Mark Bands for Component 1: Making - exploring materials, techniques & processes

0 is awarded for work not worthy of credit

Total Marks for AO1 30	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.
Element 1	
Accomplished 19-24	Evidence of comprehensive exploration and understanding of materials, techniques and processes. Excellent ability in making skills. Thorough and systematic application of health & safety practices and procedures.
Competent 13-18	Evidence of thorough exploration of materials, techniques and processes. Competent ability in making skills. Competent and methodical application of health & safety practices and procedures.
Adequate 7-12	Evidence of satisfactory exploration of materials, techniques and processes. Satisfactory ability in making skills. Satisfactory application of health & safety practices and procedures.
Limited 1-6	Evidence of limited exploration of materials, techniques and processes. Limited ability in making skills. Limited application of health & safety practices and procedures.
Element 2	
Accomplished 6	Strong comprehensive evidence of understanding and knowledge of professional practice in a variety of contexts, and health & safety practices.
Competent 4-5	Appropriate evidence of understanding and knowledge of professional practice in a variety of contexts, and health & safety practices.
Adequate 2-3	Some evidence of appropriate understanding and knowledge of professional practice in a variety of contexts, and health & safety practices.
Limited 1	Limited evidence of understanding and knowledge of professional practice in a variety of contexts, and health & safety practices.
Quality of Written Communication	To be considered in each element.
Accomplished	Highly effective use of a wide range of specialist vocabulary. Organisation of information and meaning is thorough and focused. Spelling, punctuation and grammar are used with consistent accuracy.
Competent	Use of a wide range of specialist vocabulary. Organisation of information and meaning is focused and clear. Spelling, punctuation and grammar are used with accuracy.
Adequate	Use of a satisfactory range of specialist vocabulary. Organisation of information and meaning is evident. Spelling, punctuation and grammar are used with some accuracy.
Limited	Use of a limited range of specialist vocabulary. Organisation of information and meaning is unclear. Spelling, punctuation and grammar are used with limited accuracy.

<p>Total Marks for AO2</p> <p>30</p>	<p>AO2</p> <p>Apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s)</p>
<p>Element 1</p> <p>Accomplished 19-24</p> <p>Competent 13-18</p> <p>Adequate 7-12</p> <p>Limited 1-6</p>	<p>Demonstrates a high level of skill in making. Innovative and extensive range of exploratory work. Engaging and accomplished outcome(s).</p> <p>Demonstrates competent skills in making. Varied and imaginative range of exploratory work. Effective and competent outcome(s).</p> <p>Demonstrates satisfactory skills in making. Satisfactory range of exploratory work. Appropriate outcome(s).</p> <p>Demonstrates basic skills in making. Basic range of exploratory work. Simple outcome(s).</p>
<p>Element 2</p> <p>Accomplished 6</p> <p>Competent 4-5</p> <p>Adequate 2-3</p> <p>Limited 1</p>	<p>Strong evidence of understanding the role(s) of craft and making related to a variety of contexts.</p> <p>Appropriate evidence of understanding the role(s) of craft and making related to a variety of contexts.</p> <p>Some evidence of understanding the role(s) of craft and making related to a variety of contexts.</p> <p>Limited evidence of understanding the role(s) of craft and making related to a variety of contexts.</p>
<p>Quality of Written Communication</p> <p>Accomplished</p> <p>Competent</p> <p>Adequate</p> <p>Limited</p>	<p>To be considered in each element.</p> <p>Highly effective use of a wide range of specialist vocabulary. Organisation of information and meaning is thorough and focused. Spelling, punctuation and grammar are used with consistent accuracy.</p> <p>Use of a wide range of specialist vocabulary. Organisation of information and meaning is focused and clear. Spelling, punctuation and grammar are used with accuracy.</p> <p>Use of a satisfactory range of specialist vocabulary. Organisation of information and meaning is evident. Spelling, punctuation and grammar are used with some accuracy.</p> <p>Use of a limited range of specialist vocabulary. Organisation of information and meaning is unclear. Spelling, punctuation and grammar are used with limited accuracy.</p>

<p>Total Marks for AO3</p> <p>30</p>	<p>AO3</p> <p>Evidence the ability to resolve learning through developmental work and in the production of final outcome(s).</p>
<p>Element 1</p> <p>Accomplished 19-24</p> <p>Competent 13-18</p> <p>Adequate 7-12</p> <p>Limited 1-6</p>	<p>High level of competent ability evident. Engaging and sustained attempt made to resolve learning. Work is clearly considered, innovative and shows a high degree of competency and understanding.</p> <p>Sound ability evident. Clear and considered attempt made to resolve learning. Work is sound and effectively demonstrates a confident and considered manner.</p> <p>Satisfactory ability evident. Some attempt has been made to resolve learning. Work is practised with some evidence of a considered approach.</p> <p>Basic ability evident. An attempt has been made to resolve learning. Work is basic with limited evidence of a considered approach.</p>
<p>Element 2</p> <p>Accomplished 6</p> <p>Competent 4-5</p> <p>Adequate 2-3</p> <p>Limited 1</p>	<p>Comprehensive evidence of informed and original investigations. Well organised, selected and presented in a considered manner. Annotations demonstrate focused and reflective learning.</p> <p>Significant evidence of investigations. Organised and presented in an appropriate manner. Annotations demonstrate development of learning.</p> <p>Adequate evidence of investigations, which are appropriately presented. Annotations demonstrate learning but may lack detail.</p> <p>Limited evidence of investigations. Inappropriate presentation and limited annotations throughout.</p>
<p>Quality of Written Communication</p> <p>Accomplished</p> <p>Competent</p> <p>Adequate</p> <p>Limited</p>	<p>To be considered in each element.</p> <p>Highly effective use of a wide range of specialist vocabulary. Organisation of information and meaning is thorough and focused. Spelling, punctuation and grammar are used with consistent accuracy.</p> <p>Use of a wide range of specialist vocabulary. Organisation of information and meaning is focused and clear. Spelling, punctuation and grammar are used with accuracy.</p> <p>Use of a satisfactory range of specialist vocabulary. Organisation of information and meaning is evident. Spelling, punctuation and grammar are used with some accuracy.</p> <p>Use of a limited range of specialist vocabulary. Organisation of information and meaning is unclear. Spelling, punctuation and grammar are used with limited accuracy.</p>

Component 1

Total marks 90

Assessment Criteria and Mark Bands for Component 2: Working to a Brief

0 is awarded for work not worthy of credit

Total Marks for AO1 18	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.
Accomplished 15-18	Evidence of comprehensive exploration and understanding of materials, techniques and processes to successfully respond to the brief. Excellent ability in making skills. Thorough and systematic application of health & safety practices and procedures. Strong comprehensive evidence of understanding and knowledge of professional practice in a variety of contexts, and health & safety practices.
Competent 10-14	Evidence of thorough exploration of materials, techniques and processes to successfully respond to the brief. Competent ability in making skills. Competent and methodical application of health & safety practices and procedures. Appropriate evidence of understanding and knowledge of professional practice in a variety of contexts, and health & safety practices.
Adequate 5-9	Evidence of satisfactory exploration of materials, techniques and processes in response to the brief. Satisfactory ability in making skills. Satisfactory application of health & safety practices and procedures. Some evidence of appropriate understanding and knowledge of professional practice in a variety of contexts, and health & safety practices.
Limited 1-4	Evidence of limited exploration of materials, techniques and processes in response to the brief. Limited ability in making skills. Limited application of health & safety practices and procedures. Limited evidence of understanding and knowledge of professional practice in a variety of contexts, and health & safety practices.
Quality of Written Communication Accomplished	To be considered in each element. Highly effective use of a wide range of specialist vocabulary. Organisation of information and meaning is thorough and focused. Spelling, punctuation and grammar are used with consistent accuracy.
Competent	Use of a wide range of specialist vocabulary. Organisation of information and meaning is focused and clear. Spelling, punctuation and grammar are used with accuracy.
Adequate	Use of a satisfactory range of specialist vocabulary. Organisation of information and meaning is evident. Spelling, punctuation and grammar are used with some accuracy.
Limited	Use of a limited range of specialist vocabulary. Organisation of information and meaning is unclear. Spelling, punctuation and grammar are used with limited accuracy.

<p>Total Marks for AO2 18</p>	<p>AO2 Apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s)</p>
<p>Accomplished 15-18</p>	<p>Demonstrates a high level of skill in making, creatively investigating and developing ideas in response to the brief through relevant research, sketches, plans, working drawings and maquettes. Innovative and extensive range of exploratory work. Engaging and accomplished outcome(s). Strong evidence of understanding the role(s) of craft and making related to a variety of contexts.</p>
<p>Competent 10-14</p>	<p>Demonstrates competent skills in making, investigating and developing ideas in response to the brief through research, sketches, plans, working drawings and maquettes. Varied and imaginative range of exploratory work. Effective and competent outcome(s). Appropriate evidence of understanding the role(s) of craft and making related to a variety of contexts.</p>
<p>Adequate 5-9</p>	<p>Demonstrates satisfactory skills in making, investigating and developing ideas in response to the brief through research, sketches, working drawings and maquettes. Satisfactory range of exploratory work. Appropriate outcome(s). Some evidence of understanding the role(s) of craft and making related to a variety of contexts.</p>
<p>Limited 1-4</p>	<p>Demonstrates basic skills in making, investigating and developing ideas in response to the brief. Basic range of exploratory work. Simple outcome(s). Limited evidence of understanding the role(s) of craft and making related to a variety of contexts.</p>
<p>Quality of Written Communication Accomplished</p>	<p>To be considered in each element. Highly effective use of a wide range of specialist vocabulary. Organisation of information and meaning is thorough and focused. Spelling, punctuation and grammar are used with consistent accuracy.</p>
<p>Competent</p>	<p>Use of a wide range of specialist vocabulary. Organisation of information and meaning is focused and clear. Spelling, punctuation and grammar are used with accuracy.</p>
<p>Adequate</p>	<p>Use of a satisfactory range of specialist vocabulary. Organisation of information and meaning is evident. Spelling, punctuation and grammar are used with some accuracy.</p>
<p>Limited</p>	<p>Use of a limited range of specialist vocabulary. Organisation of information and meaning is unclear. Spelling, punctuation and grammar are used with limited accuracy.</p>

<p>Total Marks for AO3 24</p>	<p>AO3 Evidence the ability to resolve learning through developmental work and in the production of final outcome(s).</p>
<p>Accomplished 19-24</p> <p>Competent 13-18</p> <p>Adequate 7-12</p> <p>Limited 1-6</p>	<p>High level of competent ability evident, demonstrated in comprehensive, informed and original investigations. Well organised, selected and presented in a considered manner. Annotations demonstrate focused and reflective learning. Engaging and sustained attempt made to resolve learning and produce an outcome that fulfils the brief in an appropriate manner. Work is clearly considered, innovative and shows a high degree of competency and understanding.</p> <p>Sound ability evident, demonstrated by clear and considered attempt made to resolve learning. Organised and presented in an appropriate manner. Annotations demonstrate development of learning. Significant attempt made to produce an outcome that fulfils the brief in an appropriate manner. Work is sound and effectively demonstrates a confident and considered manner.</p> <p>Satisfactory ability evident, demonstrated by attempt to resolve learning. Adequate evidence of an attempt to produce an outcome that fulfils the brief in an appropriate manner. Annotations demonstrate learning but may lack relevance. Work is practised with some evidence of a considered approach.</p> <p>Basic ability evident in response made to resolve learning. Work is basic with limited evidence of a considered approach to produce an outcome that fulfils the brief. Limited evidence of investigations. Inappropriate presentation and limited annotations throughout.</p>
<p>Quality of Written Communication</p> <p>Accomplished</p> <p>Competent</p> <p>Adequate</p> <p>Limited</p>	<p>To be considered in each element.</p> <p>Highly effective use of a wide range of specialist vocabulary. Organisation of information and meaning is thorough and focused. Spelling, punctuation and grammar are used with consistent accuracy.</p> <p>Use of a wide range of specialist vocabulary. Organisation of information and meaning is focused and clear. Spelling, punctuation and grammar are used with accuracy.</p> <p>Use of a satisfactory range of specialist vocabulary. Organisation of information and meaning is evident. Spelling, punctuation and grammar are used with some accuracy.</p> <p>Use of a limited range of specialist vocabulary. Organisation of information and meaning is unclear. Spelling, punctuation and grammar are used with limited accuracy.</p>

Component 2

Total marks 60