AQA
Realising potential

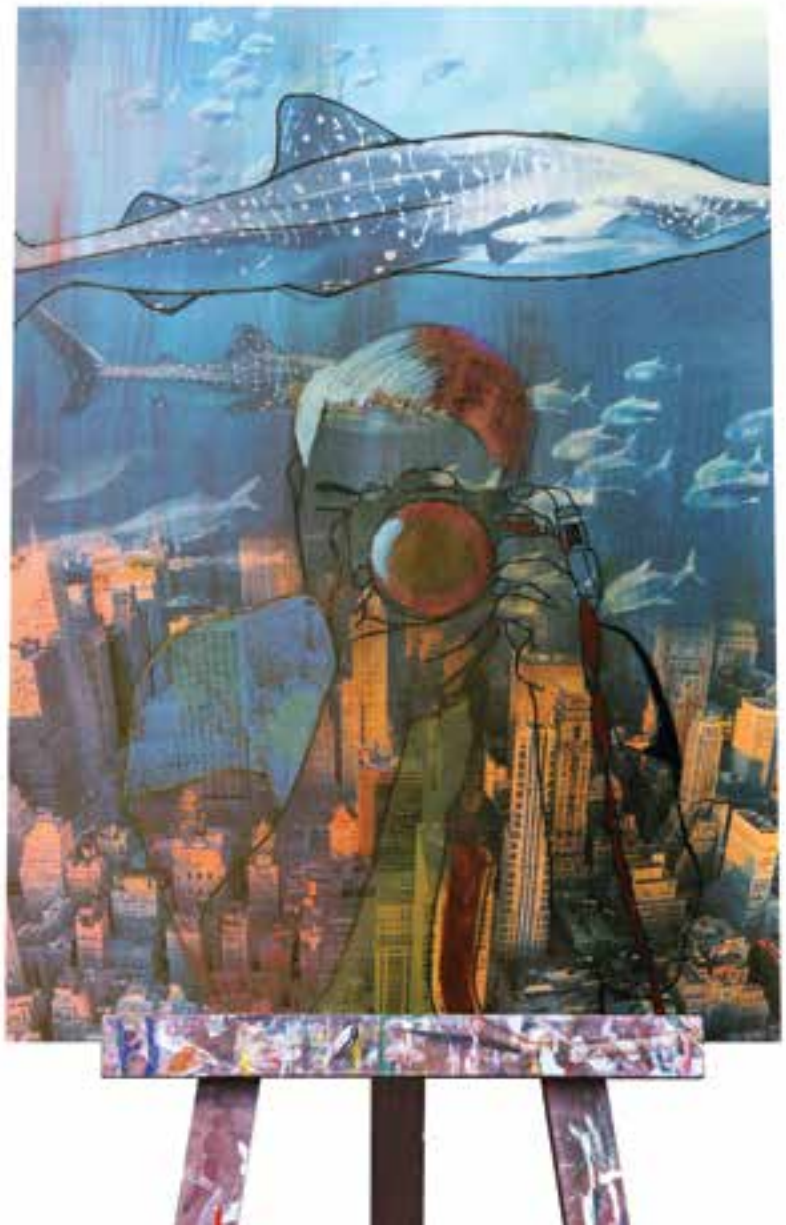
GCSE
ART AND DESIGN
(8201, 8202, 8203, 8204, 8205, 8206)

Specification
For teaching from September 2016 onwards
For exams in June 2018 onwards

Version 1.0 23 October 2015

These specifications include the following titles:

- Art, craft and design
- Fine art
- Graphic communication
- Textile design
- Three-dimensional design
- Photography



"My artwork is about being free and having fun."

Dipendra Gurung
Kent College
Canterbury

The artwork featured on the front cover of this specification was created by Dipendra, a GCSE Art and Design student at Kent College in Canterbury. It was the winning submission to AQA's 'Design a winning cover' competition in 2015, judged by leading figures from the creative industries.

'We chose this piece because there is a lot going on: it embodies art and design and not just art. …It offers new perspectives on the world: you see the world differently under water, and it really portrays the sense of freedom that creativity offers.'

Comments from the judges

Contents

Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/8201
- We will write to you if there are significant changes to this specification.

1 Introduction

1.1 Why choose AQA for GCSE Art and Design

Vibrant and dynamic, this specification will give you the freedom to teach GCSE Art and Design in ways that inspire and bring out the best in all your students, whilst equipping them with the skills to continue the subject with confidence at AS, A-level and beyond.

The qualification features a wide range of titles including Art, craft and design, Fine art, Graphic communication, Textile design, Three-dimensional design and Photography. The flexibility of its design means you can tailor your course to your students' interests and your school's strengths.

You can find out about all our art and design qualifications at aqa.org.uk/art-and-design

A specification designed for you and your students

We have worked closely with teachers to design our specification to inspire, challenge and motivate every student, no matter what their level of ability, while supporting you in developing creative and engaging lessons.

The qualification provides scope for innovation and curriculum development and offers you opportunities to tailor courses of study to the individual needs of your students.

With two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', the specification provides your students with a range of creative, exciting and stimulating opportunities to develop and explore their personal interests in art and design.

It allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.

Choice and flexibility

There is a full range of options open to you and your students through the course titles, which allow for the study of art and design in both breadth and depth. Portfolio projects, assignments or briefs can be open-ended or more narrowly focused. There is no restriction on the choice of media, scale or format that students use to reflect and evidence their submissions.

We have retained a similar approach to the choice and flexibility seen in the current externally set assignment papers, with the same number of starting points offered under each title. Some will be open in nature, others will have a greater degree of prescription.

Skills-based approach

The specification has been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.

Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

We're behind you every step of the way

Our moderation and standardisation processes have been developed to ensure assessment is fair and consistent: with AQA you can rest assured that your students will receive the grade that fairly represents their attainment and reflects the skills that they have demonstrated.

We are committed to the partnership we have developed with teachers and will continue to offer a comprehensive range of support and provision for you and your students.

Our difference

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the United Kingdom (UK). Any surplus income is ploughed back into educational research and our service to you.

1.2 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. So we've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for assessments.

Teaching resources

Visit aqa.org.uk/8201 to see all our teaching resources. They include:

- **Schemes of work:** a variety of ideas across all titles to help you plan your course with confidence.
- **Teacher's guide:** including information on interpreting the assessment objectives; expanded definition of art, craft and design; guide to constructing a portfolio; ways of presenting student evidence; purposeful engagement with sources; guide to managing non-exam assessment; FAQs and further resource materials.
- **Good practice guides:** that will help you to inspire and challenge students to think creatively.
- **Exemplification materials:** that showcase sets of marked students' work supported by examiner commentaries and guidance.
- **Guide to written annotation:** including a chapter for each title.
- **Guide to drawing for different purposes and needs:** including a chapter for each title.

Support service

- **Teacher standardisation:** to help you mark your students' work we offer over 100 free teacher standardisation half-day meetings nationally, using exhibitions of live work, covering all titles and a range of marks at each level.
- **Twilight sessions:** are after school meetings that showcase the exhibition of live students' work, with additional special interest sets. These free of charge meetings are an opportunity to inform and inspire good teaching practice.
- **Art and design advisory service:** each school or college is allocated a subject adviser. You can contact them for one-to-one advice on any aspect of the subject, assessment and/or support with planning and delivery of course content.
- **Subject community:** provides access to free resources and services offered by museums, galleries as well as from universities and art colleges.
- **Support meetings:** to help you with course delivery; offering practical teaching strategies and approaches that really work.
- **Training courses** to help you deliver AQA art and design qualifications.

- **Subject expertise courses** for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

To find out more about our support service visit aqa.org.uk/art-and-design

Preparing for assessment

Visit aqa.org.uk/8201 for everything you need to prepare for our assessment, including:

- past papers and examiners' reports
- specimen papers for new courses
- exemplar student answers with examiner commentaries.

Analyse your students' results with Enhanced Results Analysis (ERA)

Find out how your results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at aqa.org.uk/era

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit aqa.org.uk/results

Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject-specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at coursesandevents.aqa.org.uk

Help and support available

Visit our website for information, guidance, support and resources at aqa.org.uk/8201

If you'd like us to share news and information about this qualification, sign up for emails and updates at aqa.org.uk/keepinformed-art-and-design

Alternatively, you can call or email our subject team direct.

E: art@aqa.org.uk

T: 01483 437 750

2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

2.1 Subject content

Students choose one or more of the titles below for study.

1 Art, craft and design (page 14)
2 Fine art (page 15)
3 Graphic communication (page 16)
4 Textile design (page 18)
5 Three-dimensional design (page 20)
6 Photography (page 22)

2.2 Assessments

Student must complete **both** components.

Component 1: Portfolio	+	Component 2: Externally set assignment
What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.		**What's assessed** Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
How it's assessed • No time limit • 96 marks • 60% of GCSE		**How it's assessed** • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.		Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

2.3 Component details

2.3.1 Component 1: Portfolio

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1 **A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

2 **A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation.

Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.

2.3.2 Component 2: Externally set assignment

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to **one** starting point from their chosen title.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. Students must identify and acknowledge sources which are not their own.

Externally set assignments will be available to students and teachers from 2 January. They must be given to students in their entirety and must not be edited, changed or abridged in any way.

A preparation period which can begin on or after 2 January is followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.

Preparatory period – from 2 January

- Students and teachers can access the externally set assignments on 2 January (or as soon as possible afterwards) but not before. It is at the discretion of schools to plan when their students start work on their assignments after 2 January.
- Following receipt of the externally set assignment paper, students should select one starting point from which to develop their own work.
- Students may discuss their starting points with the teacher.
- Preparatory work may be presented in any suitable two- or three-dimensional format such as mounted sheets, sketchbooks, journals, design proposals, models and maquettes, digital or non-digital presentations.
- Students must stop work on their preparatory studies as soon as the first period of supervised time starts.
- There is no restriction on the scale of work, media or material used.

Supervised time – 10 hours

- Following the preparatory period, students must undertake 10 hours of unaided focused study, under supervision.
- The first two hours of supervised time must be consecutive.
- Schools and colleges may timetable supervised sessions for the remaining eight hours at their own discretion.
- Students may refer to their preparatory work during the supervised time but must not add to it or amend it during the supervised time or between sessions.
- Students must not add to or amend work produced during the supervised time; either between sessions of supervised time or after the 10 hours of supervised time has been completed.
- Work produced in the supervised time must be clearly identified as such.
- Preparatory work and work produced during the supervised time must be kept under secure conditions between and following the supervised sessions. Work produced during the supervised time must be clearly identified as such.
- Only the preparatory work and the work produced within the 10 hours of supervised time can be submitted as assessment evidence for this component.

Students must not have access to the internet during the 10 hours of supervised time.

All work submitted for this component will be marked as a whole. Students may produce a single outcome or a series of related outcomes when realising their intentions in the supervised time. Outcomes may be evidenced in any two-dimensional, three-dimensional, digital or non-digital format. There is no restriction on scale of work, media or materials used.

The supervised time must take place under the guidelines set out in the document *JCQ Instructions for the conduct of examinations.*

3 Subject content

Students are required to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study that encourages direct engagement with original works and practice.

Students may work in any medium or combination of media. They can work entirely in digital media or entirely non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

Students must learn through practical experience and demonstrate knowledge and understanding of sources that inform their creative intentions. Intentions should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods.

Students must develop and apply relevant subject-specific skills in order to use visual language to communicate personal ideas, meanings and responses.

Students must, over time, reflect critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.

The following definitions of art, craft and design highlight the distinguishing characteristics of each domain. These domains can be addressed separately or in an integrated way depending upon the intentions and purposes of work undertaken.

Art based study can be defined as practice that involves the development of personal work and lines of enquiry determined by the need to explore an idea, convey an experience or respond to a theme or issue.

Craft based study can be defined as practice that involves making activities that draw upon knowledge of tools, materials and processes, and associated intellectual, creative and practical skills.

Design based study can be defined as practice that involves developing a response to a specific need, brief or starting point, taking account of established requirements, constraints and/or parameters.

3.1 Knowledge and understanding

Students should be introduced to a variety of learning experiences, which encourage the development of skills through the use of appropriate media, processes, techniques and technologies relevant to their chosen title(s) and related area(s) of study.

Students should show knowledge, understanding and skills in the development of their personal work informed by first-hand experiences and appropriate secondary sources.

Students should be encouraged to progressively develop their own strengths and interests in the subject and, increasingly, follow their own lines of enquiry.

Students must develop the knowledge and understanding as specified below through sustained practical application of skills to realise personal intentions.

Students must learn how sources inspire the development of ideas. For example, drawing on:

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues

- other relevant sources researched by the student in the chosen qualification title and area(s) of study
- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:
  - colour
  - line
  - form
  - shape
  - tone
  - texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

3.2 Skills

Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study.

Students must demonstrate the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:
  - media
  - materials
  - techniques
  - processes
  - technologies
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.

Drawing

Students must provide evidence of drawing in both their portfolio submission and externally set assignment. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. Drawing could be demonstrated in students' evidence for AO1, AO2 and AO4, but **must** feature in their evidence for AO3. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

To ensure evidence of drawing features appropriately:

- access the online *Drawing for different purposes and needs* exemplar materials which include focused guidance on how drawing might feature in each title
- review examples of drawing within the context of students' overall submissions (provided on e-AQA)
- ensure the person responsible for internal standardisation attends a teacher standardisation meeting to see 'live' examples of how students have met this requirement (in line with the requirements set out in Teacher standardisation).

Written annotation

When addressing the requirements of AO3, students must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both Component 1 and Component 2.

The content and presentation of annotation will be determined by what the student wishes to communicate, including how it supports the development of their work through the creative process.

For example, as ideas are developed, explored and recorded annotations might relate to initial thoughts, practical considerations, the communication of intentions, responses to sources, critical reflection on personal work and self-evaluation. Teachers should encourage students to appreciate the purposes of annotation and understand where and how annotations can feature as an integral rather than 'bolt-on' aspect of the creative process. As such, annotation can also contribute to evidence for AO1, AO2 and AO4. Annotations can be presented in hand written and/or digital form as appropriate.

To ensure evidence of written annotation features appropriately:

- access the online exemplar materials and specific guidance on how written annotation might feature in each title
- review examples of students' annotations within the context of students' overall submissions (provided on e-AQA)
- ensure the person responsible for internal standardisation attends a teacher standardisation meeting to see 'live' examples of how students have met this requirement (in line with the requirements set out in Teacher standardisation).

3.3 Titles

There are six titles offered in this specification.

1 Art, craft and design
2 Fine art
3 Graphic communication
4 Textile design
5 Three-dimensional design
6 Photography

Students must develop and apply the knowledge, understanding and skills in the Subject content in ways appropriate to their chosen title.

3.4 Art, craft and design

This title promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the other titles.

The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a student's work can be described as art-based, craft-based and/or design-based.

Knowledge, understanding and skills

Students must explore and create work associated with areas of study from **at least two** titles listed below.

- **Fine art**: for example drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Graphic communication**: for example communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.
- **Textile design**: for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.
- **Three-dimensional design**: for example architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.
- **Photography**: for example portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Component 1: must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design.

Component 2: must show evidence of areas of study drawn from **one or more** of the titles.

The areas of study selected for Component 1 can be the same as, or different from, those selected for Component 2.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

Students must develop and apply the knowledge, understanding and skills specified in the Subject content within the context of their selected title(s) and area(s) of study.

Please also refer to the knowledge, understanding and skills sections for each title, to ensure students' work is clearly focused and relevant to their selected titles and areas of study.

3.5 Fine art

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of fine art, such as those listed below:

- drawing
- painting
- sculpture
- installation
- lens-/light-based media
- photography and the moving image
- printmaking
- mixed media
- land art.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the Subject content within the context of fine art practice and their selected area(s) of study.

The following aspects of the knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to fine art.

Knowledge and understanding

The way sources inspire the development of ideas, relevant to fine art including:

- how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues-based contexts
- how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylisation, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as:
  - colour
  - line
  - form
  - tone
  - texture
  - shape
  - composition
  - rhythm
  - scale
  - structure
  - surface.

Skills

Within the context of fine art, students must demonstrate the ability to:

- use fine art techniques and processes, appropriate to students' personal intentions, for example:
  - mark-making
  - monoprint, collagraph and block printing
  - assemblage
  - construction
  - carving
  - film and video
  - digital working methods
- use media and materials, as appropriate to students' personal intentions, for example:
  - charcoal, pastels, pen and ink, crayons and pencil
  - watercolour, gouache, acrylic and oil paint
  - found materials
  - clay, wood and metal
  - digital imagery
  - different papers and surfaces on which to work.

3.6 Graphic communication

Graphic communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of graphic communication, such as those listed below:

- communication graphics
- design for print
- advertising and branding
- illustration
- package design
- typography
- interactive design (including web, app and game)
- multi-media
- motion graphics
- signage
- exhibition graphics.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to graphic communication and their selected area(s) of study.

The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to graphic communication.

Knowledge and understanding

The way sources inspire the development of ideas relevant to graphic communication including:

- how sources relate to a given or self-defined brief which might, for example, have a commercial, social or environmental focus or be concerned with other aspects specific to the creative industries
- how ideas, themes, forms, issues and needs can provide the stimulus for creative, imaginative, thoughtful and appropriately focused responses that are fit for a specific intended purpose.

The ways in which meanings, ideas and intentions relevant to graphic communication can be communicated include the use of:

- different forms of representation, brand identity, intended message, target audience and working within parameters determined by client and/or audience expectations and requirements
- visual and tactile elements, such as:
  - colour
  - line
  - form
  - tone
  - texture
  - shape
  - pattern
  - composition
  - stylisation
  - simplification
  - scale
  - structure.

Skills

Within the context of graphic communication, students must demonstrate the ability to:

- use graphic communication techniques and processes, appropriate to students' personal intentions, for example:
  - typography
  - illustration
  - digital and/or non-digital photography
  - hand rendered working methods
  - digital working methods
- use media and materials, as appropriate to students' personal intentions, for example:
  - pencil, pen and ink, pen and wash, crayon, and other graphic media
  - watercolour, gouache and acrylic paint
  - layout materials
  - digital media
  - printmaking
  - mixed media.

3.7 Textile design

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of textile design, such as those listed below:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to textile design and their selected area(s) of study.

The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to textile design.

Knowledge and understanding

The way sources inspire the development of ideas, relevant to textile design including:

- how sources relate to cultural, social, historical, contemporary, environmental and creative contexts which might be determined or influenced by functional or non-functional considerations
- how ideas, feelings, forms, and purposes can generate responses that address personal needs or meet external requirements, such as client expectations and any associated constraints.

The ways in which meanings, ideas and intentions relevant to textile design can be communicated include the use of:

- figurative and non-figurative representations, stylisation, simplification, surface embellishment, constructional considerations and imaginative interpretation
- visual and tactile elements, such as:
  - colour
  - line
  - form
  - tone
  - texture
  - shape
  - pattern
  - composition
  - decoration
  - repetition
  - scale
  - structure
  - surface.

Skills

Within the context of textile design, students must demonstrate the ability to:

- use textile design techniques and processes, appropriate to students' personal intentions, for example:
  - weaving
  - felting
  - stitching
  - appliqué
  - construction methods
  - printing
- use media and materials, as appropriate to students' personal intentions, for example:
  - inks
  - yarns
  - threads
  - fibres
  - fabrics
  - textile materials
  - digital imagery.

3.8 Three-dimensional design

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of three-dimensional design, such as those listed below:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film and television.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to three-dimensional design and their selected area(s) of study.

The following aspects of knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to three-dimensional design.

Knowledge and understanding

The way sources inspire the development of ideas relevant to three-dimensional design including:

- how sources relate to historical, contemporary, cultural, social, environmental and creative contexts
- how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

The ways in which meanings, ideas and intentions relevant to three-dimensional design can be communicated include the use of:

- figurative and non-figurative forms of representation, stylisation, simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations and imaginative interpretation
- visual and tactile elements such as:
  - colour
  - line
  - form
  - tone
  - texture
  - space
  - proportion
  - decoration
  - scale
  - structure
  - shape
  - pattern.

Skills

Within the context of three-dimensional design, students must demonstrate the ability to:

- use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:
  - model making
  - constructing
  - surface treatment
  - assembling
  - modelling
- use media and materials, as appropriate to students' personal intentions, for example:
  - drawing materials
  - clay
  - wood
  - metal
  - plaster
  - plastic
  - found materials.

3.9 Photography

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Areas of study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography.

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to photography and their selected area(s) of study.

The following aspects of the knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to photography.

Knowledge and understanding

The way sources inspire the development of ideas, relevant to photography including:

- how sources relate to historical, contemporary, social, cultural and issues-based contexts and external considerations such as those associated with the cultural industries and client-oriented requirements
- how ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.

The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of:

- figurative and non-figurative forms, image manipulation, close up, and imaginative interpretation
- visual and tactile elements such as:
  - colour
  - line
  - form
  - tone
  - texture
  - shape
  - pattern
  - composition
  - scale
  - sequence
  - surface
  - contrast.

Skills

Within the context of photography, students must demonstrate the ability to:

- use photographic techniques and processes, appropriate to students' personal intentions, for example:
  - lighting
  - viewpoint
  - aperture
  - depth of field
  - shutter speed and movement
  - use of enlarger
  - chemical and/or digital processes
- use media and materials, as appropriate to students' personal intentions, for example:
  - film
  - photographic papers
  - chemicals appropriate to darkroom practices
  - digital media, programs and related technologies
  - graphic media for purposes such as storyboarding, planning and constructing shoots.

3.10 Progression

There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study at AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and A-level Art and Design specification.

4 Scheme of assessment

Find past papers and specimen papers for new courses, on our website at aqa.org.uk/pastpapers

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2018 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Art and Design include questions that allow students to demonstrate their ability to:

- bring together the knowledge, understanding and skills acquired during their course of study
- select and present work produced during their studies to demonstrate attainment, reflecting a holistic approach to coverage of the assessment objectives
- make connections between knowledge, understanding and skills when engaging with sources such as the work of artists, craftspeople and designers and when applying working methods and processes appropriate to one or more of:
  - a starting point, stimulus or issue-based concern
  - a design brief or problem requiring a solution
  - a task which specifies an outcome such as an image, artefact or product.

There is synoptic assessment in both components of the GCSE that provides rigour and presents opportunities for students as follows:

In Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

4.1 Aims and learning outcomes

Courses based on this specification should encourage students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence

- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices in art, craft and design.

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

4.2.1 Assessment objective weightings for GCSE Art and Design

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Component 1	Component 2	
AO1	15	10	25
AO2	15	10	25
AO3	15	10	25
AO4	15	10	25
Overall weighting of components	60	40	100

4.2.2 Quality of making

The ability to handle materials, techniques and processes effectively, skilfully and safely underpins all the assessment objectives. It is important in enabling students to develop a personal language, to express ideas and to link their intentions to outcomes in a confident and assured manner.

4.3 Assessment criteria

The assessment criteria must be applied to the assessment of students' work for both components. The assessment objectives are equally weighted in each case. The Assessment criteria grid indicates the levels of attainment that would be expected for the award of marks in the ranges shown.

Each component is marked out of a total of 96 marks. As the assessment objectives are equally weighted in each component, there is a maximum of 24 marks for each of the assessment objectives. The marks, out of 24, for each assessment objective must be added together to produce the total mark out of 96.

You are required to provide a mark for each of the assessment objectives separately in accordance with the assessment criteria and a mark out of 96 must be provided for each component. The assessment grid must be used to identify the student's level of performance in relation to each of the assessment objectives.

Six mark band descriptors are provided, with a range of marks for each of the four assessment objectives.

A *Candidate record form* (CRF) must be completed for each student for each component. When completing each form the teacher should decide which mark band best describes the student's performance for each assessment objective, then circle the appropriate mark. These marks should then be transferred to the 'mark awarded' row and added together. This total should be entered in the 'total mark box' to the right of the grid.

Four marks are available for each mark band in each assessment objective. The lower mark indicates that the student has **just** met the requirement described in that particular band, the next mark indicates that evidence is **adequate**, the next that evidence is **clear** and the higher mark indicates that evidence is **convincing** but that the student has not quite met the requirements set out in the next band.

4.3.1 Assessing Components 1 and 2

For Component 1, the portfolio submission must be assessed as a whole, using the assessment grid to select which of the six mark band descriptors for each objective best describes the student's overall performance. The same process is met for Component 2, preparatory studies and the work undertaken in the supervised time, must be assessed together when arriving at an overall mark.

4.3.2 Marking to the correct standard

Work submitted for assessment for the GCSE components is assessed at a standard that can be reasonably expected of a student after a full GCSE course of study.

If your school or college offers the art, craft and design title alongside endorsed titles, evidence of an area of study for the art, craft and design title must be assessed to the same standard as it would for the relevant endorsed title.

Teacher standardisation meetings are provided free of charge in the spring term. At these meetings teachers are trained to use the assessment criteria grid through marking exercises using 'live' sets of students' work from each title.

In addition, online exemplification materials are provided on e-AQA with written commentaries which explain how the marks have been awarded.

To ensure you use the assessment criteria grid to mark to the correct standard:

- access the online exemplification materials (provided on e-AQA) before you mark your own students work
- ensure a senior art and design representative from your school or college, with responsibility for conducting internal standardisation, attends a teacher standardisation meeting.

For more information on attendance at teacher standardisation meetings and internal standardisation refer to Teacher standardisation and Internal standardisation.

4.3.3 Assessment criteria grid

The grid below further expands on the assessment objectives. It provides a link between the grade descriptions and the assessment objectives. It should be used to mark students' work and to complete *Candidate record forms*.

Drawing activity and written annotation must be evidenced in AO3, but can also contribute to evidence for AO1, AO2 and AO4.

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	**Develop ideas through investigations, demonstrating critical understanding of sources.**	**Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.**	**Record ideas, observations and insights relevant to intentions as work progresses.**	**Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.**
24 Convincingly 23 Clearly 22 Adequately 21 Just	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.
20 Convincingly 19 Clearly 18 Adequately 17 Just	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
16 Convincingly 15 Clearly 14 Adequately 13 Just	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
11 Clearly				
10 Adequately				
9 Just				
8 Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
7 Clearly				
6 Adequately				
5 Just				
4 Convincingly	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
3 Clearly				
2 Adequately				
1 Just				
0	Work not worthy of any marks.			

4.4 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Component 1: Portfolio	96	x3	288
Component 2: Externally set assignment	96	x2	192
		Total scaled mark:	480

5 Non-exam assessment administration

The non-exam assessment (NEA) for this specification is a portfolio and externally set assignment.

Visit aqa.org.uk/8201 for detailed information about all aspects of NEA administration.

The head of the school or college is responsible for making sure that NEA is conducted in line with our instructions and Joint Council for Qualifications (JCQ) instructions.

5.1 Supervising and authenticating

To meet Ofqual's qualification and subject criteria:

- **students** must sign the *Candidate record form* (CRF) to confirm that the work submitted is their own
- all **teachers** who have marked a student's work must sign the declaration of authentication on the CRF. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification
- teachers must ensure that a CRF is provided with each student's work.

Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own.

Any work produced without supervision, for example outside of the classroom, should be compared to work produced with supervision.

In comparing the student's work, consideration must be given to the consistency in levels of skill demonstrated as well as the application and understanding of the techniques, processes and materials employed.

Work that cannot be confidently authenticated must not be included in the student's submission.

If a student receives additional assistance and this is acceptable within the guidelines for this specification, you should award a mark that represents the student's unaided achievement. Please note the support the student received on the CRF and sign the authentication statement. If the statement is not signed, we cannot accept the student's work for assessment.

5.2 Avoiding malpractice

Please inform your students of the AQA regulations concerning malpractice. They must not:

- submit work that is not their own
- lend work to other students
- allow other students access to, or use of, their own independently-sourced source material
- include work copied directly from books, the internet or other sources without acknowledgement
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given (for example, disqualification).

If you identify malpractice **before** the student signs the declaration of authentication, you don't need to report it to us. Please deal with it in accordance with your school or college's internal procedures. We expect schools and colleges to treat such cases very seriously.

If you identify malpractice **after** the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form *JCQ/M1*, available from the JCQ website at jcq.org.uk

We have agreed with Ofqual a date when the externally set assignment papers may be given to teachers and students. This can be found at aqa.org.uk/timetables

If the papers are released before Ofqual's agreed date we will treat this as malpractice.

You must record details of any work which is not the student's own on the front of the assessment booklet or other appropriate place.

You should consult your exams officer about these procedures.

5.3 Teacher standardisation

We will provide support for using the marking criteria and developing appropriate tasks through teacher standardisation.

Teacher standardisation is compulsory for the person responsible for coordinating internal standardisation at your school or college if:

- it is the first assessment year of a new specification
- moderation from the previous year indicates a serious misinterpretation of the requirements
- a significant adjustment was made to the marks in the previous year
- your school or college is new to this specification.

Our meetings run for three months in the spring term.

For further information about teacher standardisation visit our website at aqa.org.uk/8201

For further support and advice please speak to your adviser. Email your subject team at art@aqa.org.uk for details of your adviser.

5.4 Internal standardisation

You must ensure that you have consistent marking standards for all students. One person must manage this process and they must sign the *Centre declaration sheet* to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all teachers marking some sample pieces of work to identify differences in marking standards
- discussing any differences in marking at a training meeting for all teachers involved
- referring to reference and archive material, such as previous work or examples from our teacher standardisation.

5.5 Commenting

To meet Ofqual's qualification and subject criteria, you must show clearly how marks have been awarded against the assessment criteria in this specification.

Your comments will help the moderator see, as precisely as possible, where you think the students have met the assessment criteria.

You must record your comments on the *Candidate record form*.

5.6 Submitting marks

You must check that the correct marks are written on the *Candidate record form* and that the total is correct.

The deadline for submitting the total mark for each student is given at aqa.org.uk/keydates

5.7 Factors affecting individual students

For advice and guidance about arrangements for any of your students, please email us as early as possible at eos@aqa.org.uk

Occasional absence: you should be able to accept the occasional absence of students by making sure they have the chance to make up what they have missed. You may organise an alternative supervised session for students who were absent at the time you originally arranged.

Lost work: if work is lost you must tell us how and when it was lost and who was responsible, using our special consideration online service at aqa.org.uk/eaqa

Special help: where students need special help which goes beyond normal learning support, please use the CRF to tell us so that this help can be taken into account during moderation.

Students who move schools: students who move from one school or college to another during the course sometimes need additional help to meet the requirements. How you deal with this depends on when the move takes place. If it happens early in the course, the new school or college should be responsible for the work. If it happens late in the course, it may be possible to arrange for the moderator to assess the work as a student who was 'Educated Elsewhere'.

5.8 Keeping students' work

Students' work must be kept under secure conditions from the time that it is marked, with completed CRF. After the moderation period and the deadline for Enquiries about Results (or once any enquiry is resolved) you may return the work to students.

5.9 Moderation

An AQA visiting moderator will check a sample of your students' work. We will contact you to let you know which students' work will be required in the sample to be provided for moderation.

The moderator reviews your marking to check whether any changes are needed to bring the marking in line with the agreed standards. In some cases the moderator will ask to see more work. Any changes to marks will normally keep your rank order but, where major inconsistencies are found, we reserve the right to change the rank order.

School and college consortia

If you are in a consortium of schools or colleges with joint teaching arrangements (where students from different schools and colleges have been taught together but entered through the school or college at which they are on roll), you must let us know by:

- filling in the *Application for Centre Consortium Arrangements for centre-assessed work*, which is available from the JCQ website jcq.org.uk
- appointing a consortium coordinator who can speak to us on behalf of all schools and colleges in the consortium. If there are different coordinators for different specifications, a copy of the form must be sent in for each specification.

We will allocate the same moderator to all schools and colleges in the consortium and treat the students as a single group for moderation.

All the work must be available at the lead school or college.

5.10 After moderation

You will receive a report when the results are issued, which will give feedback on the appropriateness of the tasks set, interpretation of the marking criteria and how students performed in general.

We will give you the final marks when the results are issued.

To meet Ofqual requirements, as well as for awarding, archiving or standardisation purposes, we may need to keep some of your students' work. We will let you know if we need to do this.

6 General administration

You can find information about all aspects of administration, as well as all the forms you need, at aqa.org.uk/examsadmin

6.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	AQA entry code title	Component 1	Component 2	DfE discount code
AQA GCSE in Art and Design	Art and Design (Art, craft and design)	8201/C	8201/X	JA2
	Art and Design (Fine art)	8202/C	8202/X	JA2
	Art and Design (Graphic communication)	8203/C	8203/X	JA2
	Art and Design (Textile design)	8204/C	8204/X	JA2
	Art and Design (Three-dimensional design)	8205/C	8205/X	JA2
	Art and Design (Photography)	8206/C	8206/X	KJ1

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 601/8088/2.

6.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

6.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

6.4 Re-sits and shelf life

Students can re-sit the qualification as many times as they wish, within the shelf life of the qualification.

6.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

6.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. If any difficulties were encountered, the criteria were reviewed again to make sure that tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published on the JCQ website at jcq.org.uk

6.6.1 Students with disabilities and special needs

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested are not changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader but not for a student who does not read Braille.

We are required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

If you have students who need access arrangements or reasonable adjustments, you can apply using the Access arrangements online service at aqa.org.uk/eaqa

6.6.2 Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as the death of a relative. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice about access arrangements, reasonable adjustments and special consideration please see aqa.org.uk/access or email accessarrangementsqueries@aqa.org.uk

6.7 Working with AQA for the first time

If your school or college has not previously offered any AQA specification, you need to register as an AQA centre to offer our specifications to your students. Find out how at aqa.org.uk/becomeacentre

6.8 Private candidates

This specification is not available to private candidates.

Get help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8201

You can talk directly to the Art and Design subject team

E: art@aqa.org.uk

T: 01483 437 750

aqa.org.uk

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Rewarding Learning

CCEA Level 1 and 2 Qualifications in Occupational Studies

For first teaching from September 2013

For first assessment from Summer 2014
For first award in Summer 2014

occupational studies

technology and innovation

Foreword

This publication contains the specification for CCEA's Level 1 and Level 2 qualifications in Occupational Studies for first teaching from September 2013. We have designed these qualifications to meet the requirements of the following:

- the National Qualifications Framework (NQF) at Level 1 and Level 2; and
- Common Criteria for all Qualifications.

The following grades are available:

NQF	Occupational Studies Grades
Level 2	Distinction* Distinction Merit Pass
Level 1	Distinction Merit Pass
	Unclassified

For more information on the NQF, see www.ofqual.gov.uk

The specification for Occupational Studies consists of six occupational areas and their associated units:

- Business and Services;
- Construction;
- Design and Creativity;
- Engineering and Engineering Services;
- Environment and Society; and
- Technology and Innovation.

To achieve a qualification, learners must take two units from an occupational area. It is possible to obtain up to six Occupational Studies qualifications, one in each area. Each qualification enables learners to demonstrate their knowledge, understanding and skills within a context related to employability.

Each of the qualifications consists of 140 guided learning hours.

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

	QAN
Level 1/2 (Business and Services)	600/8774/2
Level 1/2 (Construction)	600/8652/X
Level 1/2 (Design and Creativity)	600/8186/7
Level 1/2 (Engineering and Engineering Services)	600/8655/5
Level 1/2 (Environment and Society)	600/8653/1
Level 1/2 (Technology and Innovation)	600/8775/4

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Contents

Foreword

A Introduction

This specification sets out the content and assessment details for our Level 1 and Level 2 qualifications in Occupational Studies. First teaching begins from September 2013, and we will make the first awards for this specification in summer 2014. You can view and download the latest version of the specification on our website at www.ccea.org.uk

We have designed this specification to be accessible to a wide range of learners of all abilities. It is also intended to provide coherent, flexible programmes rooted in practical and occupational contexts. Occupational Studies will appeal to learners who are better suited to developing their skills in a more practical, occupationally orientated environment.

The world of work is constantly changing. It is increasingly unlikely that a single occupation will take employees from the beginning to the end of their working lives, so transferability and adaptability are important skills. This specification is uniquely structured with this in mind. Learners have the opportunity to learn for work, through work and about work, with real outcomes that will give them skills for life.

Occupational Studies can provide a hands-on approach to learning. What makes it different is its focus on particular kinds of knowledge, understanding and skills, providing the potential for learning in important 'out-of-school' contexts.

Centres should ensure that learners will have access to any tools, equipment and materials they will need to complete the practical tasks. In offering and designing courses to support this qualification, they need to take account of the facilities and resources they have available, as well as the career planning decisions of their learners.

It is neither expected nor intended that pupils should become competent or trained in the occupational area they are studying. Competence-based training programmes are available post-16 and can offer suitable progression opportunities.

A.1 Aims and learning outcomes

Occupational Studies encourages learners to be motivated and inspired by following a broad, coherent and satisfying course of study. It gives them opportunities to sample work-related learning within coherent occupational contexts and to develop their skills in literacy, numeracy and ICT. It should also prepare learners to make informed decisions about further learning opportunities and careers.

Occupational Studies should enable learners to:

- develop the knowledge, understanding and skills they need to undertake work-based tasks;
- engage actively in work-based learning within coherent occupational contexts;
- reflect on their learning;
- develop an appreciation of the progression/career opportunities that exist through the study of Occupational Studies;
- develop an appreciation of the environmental impacts of the practical tasks they carry out within occupational contexts; and
- develop an awareness of general and specific health and safety issues arising from activities within occupational contexts.

A.2 Key features

The Occupational Studies specification:

- has an occupational and employability focus;
- enables progression to other courses, training and employment;
- helps to raise levels of achievement, since learners are likely to be more motivated to achieve success through applying their knowledge in practical, work-related situations and contexts; and
- emphasises learning by doing, which will help learners to develop the transferable skills necessary in a changing and dynamic working environment.

We have devised this specification in consultation with Sector Skills Councils, teachers in schools, teachers/lecturers in further and higher education colleges, and employers.

Learners and providers can, therefore, be confident that the specification is up to date and reflects sector priorities.

A.3 Prior attainment and progression

Learners taking a course in Occupational Studies do not need to have any previous experience in their chosen occupational area.

Occupational Studies allows progression from Key Stage 3 of the Northern Ireland Curriculum. Learners achieving a Level 2 qualification in Occupational Studies will be equipped to progress to courses at post-16 in the relevant subject areas.

A.4 Permitted unit combinations and entries

Within Occupational Studies there are six individual qualifications. Each of these relates to a general occupational area and includes a range of optional units (see Section 2 for details). To achieve a qualification, learners must complete two units from the same occupational area. The qualification will include the title from the relevant area, for example: Occupational Studies: Technology and Innovation Level 2 Pass.

Some units, shown in the table in Section 2 in bold type, are available within more than one occupational area. This flexibility is to allow learners greater choice.

However, learners cannot submit any unit towards a qualification more than once. They may not resit a unit unless they were recorded as absent the first time the unit was taken.

Learners may not enter for the same qualification more than once. Those who achieved a qualification based on a previous version of the Occupational Studies specification cannot take another qualification in the same occupational area.

B Specification at a Glance

The table below summarises the structure of each of the six Occupational Studies qualifications.

Occupational Area	Assessment	Weighting	Availability
Business and Services (15 units available)	Internal assessment. Learners complete two units from their chosen occupational area. They carry out tasks to gather the required assessment evidence in a portfolio for each unit. Tasks include answering questions, carrying out practical activities and evaluating their own performance. The teacher/lecturer assesses the portfolio of evidence, and we carry out external moderation.	50% for each unit	Every January (beginning in 2015) Every Summer (beginning in 2014)
Construction (8 units available)			
Design and Creativity (12 units available)			
Engineering and Engineering Services (11 units available)			
Environment and Society (9 units available)			
Technology and Innovation (9 units available)			

Please check online for the most up-to-date list and versions of units. Units in bold type are available in two different occupational areas.

Business and Services	Construction	Design and Creativity	Engineering and Engineering Services	Environment and Society	Technology and Innovation
Childcare: the Play Environment Communication in an Office or Business Environment **Contemporary Cuisine** **Creative Styling Using Blow-Drying Techniques** Customer Service Facial Skincare Logistics and Transport Manicure and Nail Art Modern Office Procedures Modern Retailing **Patisserie and Baking** Shampooing and Conditioning Treatments The Physical Care of Babies Using Office Technology **Vehicle Servicing and Valeting Operations**	**Bench Joinery** Brick and Block Work **Carpentry and Joinery** Hard Landscaping Painting and Decorating Plastering **Plumbing** Tiling	**Contemporary Cuisine** Creative Hair Styling on Long Hair Creative Hair Styling Setting Techniques **Creative Styling Using Blow-Drying Techniques** Enterprise Crafts Graphic Design Interior Design **Patisserie and Baking** Specialised Crafts Textile and Fashion Design Total Beauty Website Development	Basic Fast-Fit Operations Basic Vehicle Body Components and Fitting **Computer Aided Design** Electronic Circuit Construction Electrical Wiring Installation Maintenance of Land-Based Machinery **Manufacturing Techniques – Hand Fitting** **Manufacturing Techniques – Sheet Metal** **Plumbing** **Vehicle Servicing and Valeting Operations** Vehicle Technician Operations	Animal Care Horticulture: Caring for Plants and Flowers Horticulture: Growing Plants in a Sustainable Way Reminiscence with Individuals in a Care Environment Running a Leisure Event Sports Leadership Tour Guiding Working in a Care Environment Working in Tourism	**Bench Joinery** **Carpentry and Joinery** **Computer Aided Design** Digital Imaging Digital Music **Manufacturing Techniques – Hand Fitting** **Manufacturing Techniques – Sheet Metal** Sound Production TV and Film Production
15 units	**8 units**	**12 units**	**11 units**	**9 units**	**9 units**

C Scheme of Assessment

C.1 Assessment opportunities

This specification is available for assessment twice a year, in January and summer. See Section 2 for more details.

C.2 Assessment objectives

Below are the assessment objectives for this specification. Learners must:

- recall knowledge and understanding of the specified content (AO1);
- apply their knowledge, understanding and skills in occupational contexts through undertaking relevant tasks (AO2); and
- analyse and evaluate their work and make judgements about their performance, indicating where improvements could be made (AO3).

In the unit content you will find separate assessment criteria for each assessment objective in individual units. We have provided descriptors relating to the various levels of achievement for each of the assessment criteria.

C.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each unit.

Assessment Objective	Weighting in Each Unit
AO1	20%
AO2	60%
AO3	20%

Each qualification consists of two units. Each unit is equally weighted and is worth 50 percent of the overall qualification.

The table below sets out the assessment objective weighting for the overall qualification:

Assessment Objective	Unit Weighting		Overall Qualification Weighting
	First Unit	Second Unit	
AO1	10%	10%	20%
AO2	30%	30%	60%
AO3	10%	10%	20%
Total	50%	50%	100%

C.4 Reporting and grading

Unit results

Learner performance in a unit is reported as a mark out of 100.

Overall qualification results

We award Occupational Studies qualifications at either Level 1 or Level 2 on the National Qualifications Framework. Where performance is below the requirements for Level 1, we report the results as unclassified (U).

To achieve a full qualification, learners must complete two units. We will award a final grade based on the combined scores of the two units as follows:

Level 2	Level 1
Distinction* = 180–200 marks Distinction = 160–179 marks Merit = 140–159 marks Pass = 120–139 marks	Distinction = 100–119 marks Merit = 80–99 marks Pass = 40–79 marks
Unclassified = 0–39 marks	

D Performance Descriptors

Within each unit, there are detailed performance descriptors relating to the specific skills and knowledge required (see unit content). Teachers/Lecturers should use these when allocating marks. They should also refer to the following table, which helps to define the performance descriptors.

Examples of learner evidence will be available at agreement trials and on the CCEA microsite for Occupational Studies at www.ccea.org.uk

Performance Descriptor	Explanation
Excellent	In relation to the occupational area and where appropriate, learners can: • recall, select and communicate detailed knowledge and thorough understanding of the relevant skills and materials; • demonstrate comprehensive understanding of relevant health and safety and environmental issues; • demonstrate in-depth knowledge of related career opportunities; • demonstrate highly developed skills confidently when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks consistently with a high degree of precision and sustained application of the required health and safety legislation and practices; • work with a high level of independence to produce a final outcome which is of a professional standard; • present thorough analysis and evaluation of their own performance in practical tasks, making fully developed and reasoned judgements; and • present highly appropriate and self-reflective statements about the learning process in the unit.
Very good	In relation to the occupational area and where appropriate, learners can: • recall, select and communicate accurate knowledge and detailed understanding of the relevant skills and materials; • demonstrate detailed understanding of relevant health and safety and environmental issues; • demonstrate well developed knowledge of related career opportunities; • demonstrate effective skills when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks accurately with a significant degree of precision and suitable application of the required health and safety legislation and practices; • work, often independently, to produce a final outcome which is of a high standard; • present a well-developed analysis and evaluation of their own performance in practical tasks, making sound judgements; and • present detailed, self-reflective statements about the learning process in the unit.

Performance Descriptor	Explanation
Good	In relation to the occupational area and where appropriate, learners can: • recall, select and communicate clear knowledge and understanding of the relevant skills and materials; • demonstrate consistent and clear understanding of relevant health and safety and environmental issues; • demonstrate significant knowledge of related career opportunities; • demonstrate a range of appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks effectively, with some precision and suitable application of the required health and safety legislation and practices; • work, sometimes independently, to produce a final outcome which is of a suitable standard; • present clear and effective analysis and evaluation of their own performance in practical tasks, making realistic judgements; and • present straightforward, self-reflective statements about the learning process in the unit.
Satisfactory	In relation to the occupational area and where appropriate, learners can: • recall, select and communicate some appropriate knowledge and understanding of the relevant skills and materials; • demonstrate satisfactory understanding of relevant health and safety and environmental issues; • demonstrate relevant knowledge of related career opportunities; • demonstrate some appropriate skills when planning and identifying all appropriate tools, equipment and materials for a task; • carry out tasks appropriately, with acceptable application of the required health and safety legislation and practices; • work, often with support, to produce a final outcome which is of an acceptable standard; • present some relevant analysis and evaluation of their own performance in practical tasks, making some appropriate judgements; and • present some appropriate self-reflective statements about the learning process in the unit.
Basic	In relation to the occupational area and where appropriate, learners can: • recall, select and communicate limited knowledge and understanding of minimal skills and materials; • demonstrate limited understanding of relevant health and safety and environmental issues; • demonstrate minimal knowledge of related career opportunities; • demonstrate limited skills to plan and identify all appropriate tools, equipment and materials for a task; • carry out tasks with a limited degree of accuracy and do not always apply the required health and safety legislation and practices;; • work, mostly with support, to produce a final outcome which is either incomplete or of a limited standard; • present minimal analysis and evaluation of their own performance in practical tasks; and • present limited self-reflective statements about the learning process in the unit.
• **Award [0] for work unworthy of credit.**	

E Guidance on Assessment

E.1 The portfolio of evidence

Teachers/Lecturers should plan practical occupational tasks to collect evidence of learning for each unit. These tasks must give learners opportunities to demonstrate the knowledge, understanding and skills described in the unit content (see Section 7). For each unit, learners must present their evidence for assessment in a portfolio.

The portfolio of evidence for each unit **must** contain the following:

- **Evidence of knowledge and understanding (AO1)**
  This may take the form of written answers to questions or, where more appropriate, a record of oral responses to questions. It must cover the range of knowledge and understanding set out in the unit content.
- **Evidence of application of knowledge, understanding and skills (AO2)**
  Teachers/Lecturers must assess all activities to occupational standards by observing learners' performance in practical tasks.
- **Evidence of analysis and evaluation of their work (AO3)**
  Learners should carry out an evaluation for each assessment task within each unit. It should consist of self-reflective statements that analyse and evaluate their performance and indicate how they could make improvements. They should also present an end-of-unit evaluation. This should reflect their new level of knowledge and understanding in the specialist area and the impact it may have on their progression and career opportunities.
- **A diary of activities undertaken**
  The diary must be signed and dated during each lesson by the learner and teacher/lecturer and record all activities the learner has carried out as part of the unit.
- **A record of all the assessment evidence**
  The record indicates where each piece of assessment evidence can be found.

Evidence in learners' portfolios may be written, photographic or video recorded. Where the evidence includes photographs or videos, centres should obtain permission from parents/guardians first.

Centres should label the evidence and store it securely so that they can make it available for moderators to review later.

We will provide centres with candidate record sheets, which teachers/lecturers must use to record learners' overall marks for each unit.

See unit content for specific assessment guidance for each unit.

E.2 Stretch and challenge

Teachers/Lecturers should identify opportunities for stretch and challenge by incorporating, for example:

- a wider range of question types to address different skills, for example case studies and open-ended questions;
- practical tasks that are more challenging; and
- extended writing within evaluations, where appropriate.

E.3 Internal standardisation

Where more than one teacher/lecturer has been involved in marking for a qualification, there must be a process of internal standardisation to ensure that there is consistent application of the marking criteria.

As a result of internal standardisation, it may be necessary to adjust the marking of an individual teacher/lecturer. This is to bring assessments into line with others 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.

Teachers/Lecturers must use the TAC2 form available at www.ccea.org.uk to show that internal standardisation has taken place both within **and** across units.

If your centre is part of a consortium, it will be the lead centre's responsibility to ensure that the internal standardisation process includes all teachers/lecturers from all centres involved in the consortium.

E.4 External moderation

Marks awarded by the centre will be subject to external moderation, which we carry out. We issue full instructions before moderation takes place in January and May each year on:

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

Centres should keep all assessment materials and related documentation for 12 months after they submit marks, as this work may form part of an enquiry or appeal.

F Links, Resources and Support

F.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk; and
- a subject microsite for Occupational Studies within our website.

We are expanding our range of support to include the following:

- Principal Moderator's reports;
- exemplar pieces of work;
- templates for learner diaries and records;
- agreement trials;
- a resource list;
- exemplification of standards; and
- centre support visits.

F.2 Curriculum objectives

The specification addresses and builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to society, the economy and the environment, by providing opportunities to explore topics such as health, media awareness and work in the local and global economy;
- develop personal skills, such as:
  - self-awareness, active listening, and time management (Personal Development);
  - mutual understanding, managing conflict, and participation (Citizenship);
  - presentation and self-marketing, target setting, and career planning (Employability);
- develop an understanding of social, economic and cultural issues, by providing opportunities to explore topics such as health and safety legislation, recycling of materials, the use of sustainable and environmentally friendly materials, the disposal of waste materials, and costing and resourcing of materials;
- develop vocational skills that will enhance employability, by providing opportunities to select and use appropriate materials, components and hand tools, and to gain an overview of the roles and responsibilities of various occupations;
- make effective use of technology, for example by providing opportunities to create computer aided drawings and source information through the internet; and
- demonstrate creativity and initiative when developing ideas and following them through.

F.3 Key skills

Occupational Studies provides learners with opportunities to develop and generate assessment evidence for the following nationally recognised key skills:

- **Application of Number** – for example by:
  - interpreting information from two different sources;
  - using information to carry out calculations; and
  - interpreting the results of calculations and presenting findings in at least two different ways;
- **Communication** – for example by:
  - taking part in a group discussion;
  - reading and summarising information from at least two documents;
  - giving a talk of at least four minutes; and
  - writing two types of document, each giving different information;
- **Information and Communication Technology** – for example by:
  - finding and selecting information based on judgements of relevance and quality;
  - entering and bringing together information using formats that help development; and
  - developing a presentation so that it is accurate, clear and presented consistently;
- **Working with Others** – for example by:
  - identifying what needs to be achieved together as a group;
  - showing confirmation of the arrangements made for working together; and
  - showing how progress was checked and advice sought from an appropriate person when needed;
- **Problem Solving** – for example by:
  - identifying a problem and accurately describing its main features;
  - planning what needs to be done and identifying which methods and resources to use; and
  - showing that they have successfully solved the problem using the methods given; and
- **Improving Own Learning and Performance** – for example by:
  - providing information to help set realistic targets for what is to be achieved;
  - identifying how to get the support needed and the arrangements for reviewing progress; and
  - identifying what has been learned and how this learning has been used in another task.

F.4 Entries and registration

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

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

Foreword

F.5 Equality and inclusion

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

These qualifications require the assessment of a broad range of knowledge, understanding and skills. This is because they prepare learners 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 learners with disabilities. For this reason very few learners, 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, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications, available at www.jcq.org.uk

F.6 Health and safety

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, as well as current legislation under the Children (Northern Ireland) Order 1995. Schools' level of insurance and available resources may restrict the choice of units that they are able to offer.

Please note that learners under the age of 16 are not permitted to work with external clients in hairdressing and beauty units, nor are they permitted to work with children. Teachers/Lecturers must supervise learners when they are using specialist tools, equipment and materials.

F.7 Contact details

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

- Specification Support Officer: Nuala Braniff
  (telephone: (028) 9026 1200, extension 2292, email: nbraniff@ccea.org.uk)

- Officer with Subject Responsibility: Moya Reynolds
  (telephone: (028) 9026 1200, email: mreynolds@ccea.org.uk)

- Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Distribution (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)

- Moderation
  (telephone: (028) 9026 1200, extension 2236, email: aatmoderation@ccea.org.uk)

Appendix 1

Glossary of terms

Term	Definition
Centres	Centres are organisations accountable to an awarding body (such as CCEA) for the organisation of assessment arrangements leading to a unit or qualification.
Essential Skills	Nationally accredited adult qualifications available throughout Northern Ireland in Entry Level Literacy, Entry Level Numeracy, Level 1 and 2 Communication, and Level 1 and 2 Application of Number. Essential Skills are designed to help individuals improve their performance in a variety of contexts.
External moderators	External moderators are appointed, trained and monitored by CCEA and are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards.
Internal assessment	The process by which teachers/lecturers in a centre assess learners' achievement of the learning outcomes of the unit(s) making up a qualification.
Internal standardisation	Where more than one teacher/lecturer has been involved in marking units in an occupational area (for example Business and Services), the centre must review samples assessed by each marker within and across units to ensure that they have applied the performance descriptors consistently to learners' work and make adjustments to marks if necessary.
Key Skills	Key Skills underpin our ability to carry out successfully a wide range of tasks in education, employment and whenever and wherever we continue to learn. The six Key Skills are Communication, Application of Number, Information and Communication Technology, Working with Others, Improving Own Learning and Performance, and Problem Solving. All CCEA qualifications provide opportunities for generating evidence towards achievement of some, or all, of the Key Skills.

Term	Definition
National Occupational Standards	These set out what a person needs to know, understand and do in relation to identified skills and competences required for the relevant industrial sector. They form the basis of National Vocational Qualifications (NVQs) and vocationally-related qualifications.
National Qualifications Framework (NQF)	A framework of levels and categories of qualifications, which have been accredited by the Regulatory Authorities and which enable recognition of achievement and facilitate career progression.
Qualifications Administration Handbook	An online document produced by CCEA that contains all the information a centre requires regarding the procedures and policies necessary for the smooth administration of CCEA's qualifications.
Register of Regulated Qualifications	An online database of units and qualifications that have been accredited by the Regulatory Authorities.
Unit/Learning Outcome	Each qualification is made up of a number of units. Each unit consists of a number of sections which outline its learning outcomes. Learning outcomes consist of the knowledge, skills and understanding a learner must successfully demonstrate and evaluate in order to achieve the qualification.

Bench Joinery

UNIT 56

This unit is designed to provide increased vocational skills in bench joinery and associated activities.

This unit includes:

- consideration of health and safety issues with respect to workshop activities in bench joinery;
- consideration of career opportunities related to working with wood in the construction industry;
- an appreciation of environmental issues relating to timber;
- the appropriate use of bench joinery hand tools, and basic hand-held power tools;
- techniques of cutting, jointing, boring and planing to produce construction related components;
- construction of a range of bench joinery models; and
- a review and evaluation of performance.

UNIT 56

Bench Joinery

Learning Outcomes

Section 1 Health and Safety, Basic Hand Tools and Safety of Hand-Held Power Tools

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- select appropriate Personal Protective Equipment (PPE) for example, safety boots or goggles;
- demonstrate safe use of basic tools, particularly those which are sharp;
- demonstrate safety with respect to hand-held power tools including 110 volt power supply;
- leave the workshop tidy and safely dispose of waste in an appropriate manner;
- identify hazards likely to affect operatives on a construction site;
- follow correct accident procedures should an incident occur in the workshop;
- select timber and manufactured board from sustainable resources;
- describe three career opportunities available within carpentry and joinery;
- identify and name the parts of the following basic hand tools:
  - tenon saw;
  - panel saw;
  - chisel;
  - wooden mallet;
  - screwdriver;
  - bradawl;
  - boring and drilling tools;
  - cramping;
  - securing and holding equipment;
  - smoothing plane;
  - battery-operated hand-held drill;
  - orbital sander; and
  - battery-operated screwdriver; and
- evaluate their own performance in practical tasks.

Section 2 Craft Techniques

Learners should be able to:

- interpret drawings and set out dimensions on timber;
- create an accurate cutting list of materials required;
- cut timber to length;
- cut sheet material to size;
- plane timber to size;
- use chisels for paring;
- use battery-operated hand-held tools;
- manufacture secure joints;
- use screws and a screwdriver;
- keep tools in good working order and store in a safe manner;
- change drill bits and screwdriver heads in power tools; and
- evaluate their own performance in practical tasks.

Section 3 Manufacture of Joinery Components Using Basic Joints

Learners should be able to:

- manufacture a carpentry or joinery item incorporating:
  - solid timber and manufactured board, minimising waste;
  - a halving joint;
  - a housing joint;
  - a bridle joint;
  - a mortise and tenon joint;
  - adhesives; and
  - appropriate metal fasteners;
- tidy up work area and dispose of waste cuttings in an environmentally friendly way;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Bench Joinery

Assessment Guidance

The importance of a safe working environment and a clean and tidy work area should be emphasised. Careful use of all tools, particularly sharp tools, should be taken into consideration.

Special attention should be given to the safe use of hand-held power tools.

Learners should be encouraged to clean, maintain and correctly store all tools they use in the workshop.

Practical occupational tasks selected should reflect the breadth of opportunity, which will allow learners to be stretched and challenged when demonstrating their skills in line with this specification.

Practical occupational tasks selected should reflect the breadth of learning opportunity which will allow learners to demonstrate their skills when set against the specification.

For the mortise and tenon joint an element of machine work may be carried out by the teacher/lecturer/technician, such as cutting the mortise.

Appropriate tasks for assessment evidence include the construction of either a coffee table, a book shelf or a chair. Only one item is required to be made.

Exemplar Assessment

The following example is for a coffee table.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- interpret drawing and prepare a cutting list;
- prepare the workshop and select tools;
- mark out all materials;
- cut timber for legs to length with a minimum of waste;
- mark out mortise and tenon joints;
- cut joints;
- assemble legs;
- cut centre rail to length;
- assemble base of table with dry timber wedges;
- assemble completed table using adhesive, screws and wooden wedges;
- sand completed model;
- tidy up work area;
- return tools and maintain in the appropriate manner;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Bench Joinery

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Health and safety, environment, and related careers**	• Demonstrate excellent understanding of safe working practices and the potential hazards that can exist when using hand and power tools	• Demonstrate very good understanding of safe working practices and the potential hazards that can exist when using hand and power tools	• Demonstrate good understanding of safe working practices and the potential hazards that can exist when using hand and power tools
		• Demonstrate excellent awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner	• Demonstrate very good awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner	• Demonstrate good awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner
	Materials and related skills and knowledge	• Demonstrate excellent understanding of career opportunities in bench joinery	• Demonstrate very good understanding of career opportunities in bench joinery	• Demonstrate good understanding of career opportunities in bench joinery
		• Provide an excellent explanation of the different types and uses of manufactured boards and solid timber	• Provide a very good explanation of the different types and uses of manufactured boards and solid timber	• Provide a good explanation of the different types and uses of manufactured boards and solid timber
		• Learners should explain in an excellent manner why they chose a particular type of board	• Learners should explain in a very good manner why they chose a particular type of board	• Learners should explain in a good manner why they chose a particular type of board
		• Demonstrate an excellent knowledge of how to store materials	• Demonstrate a very good knowledge of how to store materials	• Demonstrate a good knowledge of how to store materials

Bench Joinery

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	**Health and safety, environment, and related careers**	• Demonstrate satisfactory understanding of safe working practices and the potential hazards that can exist when using hand and power tools	• Demonstrate basic understanding of safe working practices and the potential hazards that can exist when using hand and power tools
		• Demonstrate satisfactory awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner	• Demonstrate basic awareness of the importance of leaving the workshop tidy and disposing of waste safely and in an environmentally friendly manner
		• Demonstrate satisfactory understanding of career opportunities in bench joinery	• Demonstrate basic understanding of career opportunities in bench joinery
	Materials and related skills and knowledge	• Provide a satisfactory explanation of the different types and uses of manufactured boards and solid timber	• Provide a basic explanation of the different types and uses of manufactured boards and solid timber
		• Learners should explain in a satisfactory manner why they chose a particular type of board	• Learners should explain in a basic manner why they chose a particular type of board
		• Demonstrate a satisfactory knowledge of how to store materials	• Demonstrate a basic knowledge of how to store materials

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	**Resources**	• Show evidence of making excellent use of resources with a minimum of waste	• Show evidence of making very good use of resources with a minimum of waste	• Show evidence of making good use of resources with a minimum of waste
	Drawings and cuttings list	• Interpret the drawing provided showing an excellent level of understanding • Produce a cutting list to an excellent level of accuracy	• Interpret the drawing provided showing a very good level of understanding • Produce a cutting list to a very good level of accuracy	• Interpret the drawing provided showing an good level of understanding • Produce a cutting list to a good level of accuracy
	Mark out practical activity	• Mark out work in an excellent manner	• Mark out work in a very good manner	• Mark out work in a good manner
	Cut out joints	• Cut joints to an excellent standard and fix securely to within a 1 mm tolerance	• Cut joints to a very good standard and fix securely to within a 2 mm tolerance	• Cut joints to a good standard and fix securely to within a 3 mm tolerance
	Accuracy of assembly	• Ensure all work is planed and sanded to give an excellent standard of finish	• Ensure all work is planed and sanded to give a very good standard of finish	• Ensure all work is planed and sanded to give a good standard of finish
	End product	• Produce an end product that is of an excellent standard and fit for purpose	• Produce an end product that is of a very good standard and fit for purpose	• Produce an end product that is of a good standard and fit for purpose

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	**Resources**	• Show evidence of making a satisfactory use of resources with a minimum of waste	• Show evidence of making a basic use of resources with a minimum of waste
	Drawings and cuttings list	• Interpret the drawing provided showing a satisfactory level of understanding	• Interpret the drawing provided showing a basic level of understanding
		• Produce a cutting list to a satisfactory level of accuracy	• Produce a cutting list to a basic level of accuracy
	Mark out practical activity	• Mark out work in a satisfactory manner	• Mark out work in a basic manner
	Cut out joints	• Cut joints to a satisfactory standard and fix securely to within a 4 mm tolerance	• Cut joints to an excellent standard and fix securely to within a 5 mm tolerance
	Accuracy of assembly	• Ensure all work is planed and sanded to give a satisfactory standard of finish	• Ensure all work is planed and sanded to give a basic standard of finish
	End product	• Produce an end product that is of a satisfactory standard and fit for purpose	• Produce an end product that is of an basic standard and fit for purpose

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	**Task evaluation**	• Show evidence of an excellent evaluation for each practical assessment task	• Show evidence of a very good evaluation for each practical assessment task	• Show evidence of a good evaluation for each practical assessment task
	Final evaluation	• Produce excellent self-reflective statements about the learning process in this unit	• Produce very good self-reflective statements about the learning process in this unit	• Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	**Task evaluation**	• Show evidence of a satisfactory evaluation for each practical assessment task	• Show evidence of a basic evaluation for each practical assessment task
	Final evaluation	• Produce satisfactory self-reflective statements about the learning process in this unit	• Produce basic self-reflective statements about the learning process in this unit

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Resources						
Drawings and cuttings list						
Mark out practical activity						
Cut out joints						
Accuracy of assembly						
End product						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	☐	No	☐		
My Record completed	Yes	☐	No	☐		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 in the Specification.

Carpentry and Joinery

UNIT 57

This unit is designed to provide vocational skills in carpentry and joinery.

This unit includes:

- consideration of health and safety issues with respect to activities in carpentry and joinery;
- consideration of career opportunities related to working with wood in the construction industry;
- an appreciation of environmental issues relating to timber;
- the appropriate use of basic carpentry and joinery hand tools and hand-held power tools;
- construction of a range of carpentry and joinery models relating to site-based activities, incorporating a wide range of joints and jointing methods; and
- a review and evaluation of performance.

UNIT 57

Carpentry and Joinery

Learning Outcomes

Section 1 Health and Safety, Basic Hand Tools and Safety of Hand-Held Power Tools

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- wear appropriate Personal Protective Equipment (PPE), for example safety boots and goggles;
- identify and name the parts of the following basic hand tools:
  - ruler;
  - steel measuring tape;
  - square;
  - marking gauge;
  - wooden mallet hammer;
  - nail punch;
  - panel saw;
  - smoothing plane;
  - tenon saw;
  - chisel;
  - screwdriver;
  - bradawl;
  - boring and drilling tools;
  - cramping devices;
  - battery-operated hand-held drill; and
  - battery-operated screwdriver;
- demonstrate the safe use and maintenance of basic tools;
- follow correct accident procedures should an incident occur;
- describe three career opportunities within carpentry and joinery;
- select timber and manufactured board from suppliers who are committed to sustainable resources; and
- evaluate their own performance in practical tasks.

Section 2 Craft Techniques

Learners should be able to:

- interpret drawings;
- create a cutting list of materials required including solid timber and manufactured board;
- measure, mark and set out dimensions from drawings provided;
- cut timber to length;
- cut sheet material to size;
- use chisels for paring;
- use a smoothing plane as necessary;
- bore holes with drill bits;
- manufacture secure joints;
- use screws and a screwdriver or a battery screwdriver;
- keep tools in good working order and store in a safe manner;
- understand the reason why sharp edges must be covered;
- understand the methods used to sharpen chisels and plane irons including grinding and sharpening angles; and
- evaluate their own performance in practical tasks.

Section 3 Manufacture of Joinery Components Using Basic Joints

Learners should be able to:

- manufacture a carpentry or joinery item incorporating:
  - solid timber and manufactured board, minimising waste;
  - halving joints;
  - housing joints;
  - mitre joints;
  - butt joints;
  - screws;
  - adhesives; and
  - appropriate manufactured fixings;
- tidy up work area and dispose of waste cuttings in an environmentally friendly way;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 57

Carpentry and Joinery

Assessment Guidance

The importance of a safe working environment and a clean and tidy work area should be emphasised. Careful use of sharp tools should be stressed at all times.

Learners should be encouraged to clean, maintain and correctly store all tools that they have used.

Practical occupational tasks selected should reflect the breadth of opportunity for learners to be stretched and challenged when demonstrating their skills in line with the specification.

Exemplar Assessment

The following example is for a timber house, birdhouse, dolls' house or other model house.

Learners:

- read a drawing and prepare a cutting list;
- prepare materials and select tools;
- mark out all materials;
- make cross halving joints to form base of house;
- cut out door and window openings from manufactured board or solid timber;
- cut out housing in gable ends for purlins;
- fix purlins and roof structure;
- sheet roof and fix ridge capping;
- cut to length and secure bargeboards and fascia boards;
- mitre architrave round door opening;
- mitre lip (skirting) round base of house;
- tidy up work area;
- return tools and maintain in the appropriate manner;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Carpentry and Joinery

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Health and safety, environment, and related careers**	• Demonstrate excellent understanding of safe working practices and potential hazards when using hand and power tools	• Demonstrate very good understanding of safe working practices and potential hazards when using hand and power tools	• Demonstrate good understanding of safe working practices and potential hazards when using hand and power tools
		• Demonstrate excellent awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner	• Demonstrate very good awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner	• Demonstrate good awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner
		• Demonstrate excellent understanding of career opportunities in carpentry and joinery	• Demonstrate very good understanding of career opportunities in carpentry and joinery	• Demonstrate good understanding of career opportunities in carpentry and joinery
	Materials and related skills and knowledge	• Demonstrate excellent ability to identify the different types of basic hand tools	• Demonstrate very good ability to identify the different types of basic hand tools	• Demonstrate good ability to identify the different types of basic hand tools

Carpentry and Joinery

AO1

	Assessment Criteria	Performance Descriptor Very Good 4–3	Performance Descriptor Basic 2–1
AO1	**Health and safety, environment, and related careers**	• Demonstrate satisfactory understanding of safe working practices and potential hazards when using hand and power tools	• Demonstrate basic understanding of safe working practices and potential hazards when using hand and power tools
		• Demonstrate satisfactory awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner	• Demonstrate basic awareness of the importance of leaving a tidy work area and disposing of waste safely and in an environmentally friendly manner
		• Demonstrate satisfactory understanding of career opportunities in carpentry and joinery	• Demonstrate basic understanding of career opportunities in carpentry and joinery
	Materials and related skills and knowledge	• Demonstrate satisfactory ability to identify the different types of basic hand tools	• Demonstrate basic ability to identify the different types of basic hand tools

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	**Resources**	• Show evidence of making excellent use of resources with a minimum of waste	• Show evidence of making very good use of resources with a minimum of waste	• Show evidence of making good use of resources with a minimum of waste
	Drawings and cuttings list	• Interpret the drawing provided showing an excellent level of understanding	• Interpret the drawing provided showing a very good level of understanding	• Interpret the drawing provided showing a good level of understanding
		• Produce a cutting list to an excellent level of accuracy	• Produce a cutting list to a very good level of accuracy	• Produce a cutting list to a good level of accuracy
	Mark out practical activity	• Mark out work in an excellent manner	• Mark out work in a very good manner	• Mark out work in a good manner
	Cut out joints	• Cut joints to an excellent standard and fix securely to within a 1 mm tolerance	• Cut joints to a very good standard and fix securely to within a 2 mm tolerance	• Cut joints to a good standard and fix securely to within a 3 mm tolerance
	Accuracy of assembly	• Ensure all work is planed and sanded to give an excellent standard of finish	• Ensure all work is planed and sanded to give a very good standard of finish	• Ensure all work is planed and sanded to give a good standard of finish
	End product	• Produce an end product that is of an excellent standard and fit for purpose	• Produce an end product that is of a very good standard and fit for purpose	• Produce an end product that is of a good standard and fit for purpose

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	**Resources**	• Show evidence of making satisfactory use of resources with a minimum of waste	• Show evidence of making basic use of resources with a minimum of waste
	Drawings and cuttings list	• Interpret the drawing provided showing a satisfactory level of understanding	• Interpret the drawing provided showing a basic level of understanding
		• Produce a cutting list to a satisfactory level of accuracy	• Produce a cutting list to a basic level of accuracy
	Mark out practical activity	• Mark out work in an satisfactory manner	• Mark out work in a basic manner
	Cut out joints	• Cut joints to a satisfactory standard and fix securely to within a 4 mm tolerance	• Cut joints to a basic standard and fix securely to within a 5 mm tolerance
	Accuracy of assembly	• Ensure all work is planed and sanded to give a satisfactory standard of finish	• Ensure all work is planed and sanded to give a basic standard of finish
	End product	• Produce an end product that is of a satisfactory standard and fit for purpose	• Produce an end product that is of a basic standard and fit for purpose

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	**Task evaluation**	• Show evidence of an excellent evaluation for each practical assessment task	• Show evidence of a very good evaluation for each practical assessment task	• Show evidence of a good evaluation for each practical assessment task
	Final evaluation	• Produce excellent self-reflective statements about the learning process in this unit	• Produce very good self-reflective statements about the learning process in this unit	• Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	**Task evaluation**	• Show evidence of a satisfactory evaluation for each practical assessment task	• Show evidence of a basic evaluation for each practical assessment task
	Final evaluation	• Produce satisfactory self-reflective statements about the learning process in this unit	• Produce basic self-reflective statements about the learning process in this unit

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Resources						
Drawings and cuttings list						
Mark out practical activity						
Cut out joints						
Accuracy of assembly						
End product						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	☐	No	☐		
My Record completed	Yes	☐	No	☐		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 in the Specification.

Computer Aided Design

UNIT 58

This unit introduces learners to basic skills in the use of an industry standard Computer Aided Design (CAD) drafting package.

Learners will also have the option of creating drawings in the disciplines of:

- engineering (manufacturing);
- engineering (electronic layout drawings);
- construction (architecture);
- construction (joinery component manufacture);
- construction (electrical layout drawings); or
- any other relevant discipline.

This unit includes:

- consideration of health and safety issues in CAD;
- consideration of career opportunities in CAD;
- routine drafting techniques in CAD;
- creating component drawings in CAD;
- consideration of environmental issues in CAD; and
- a review and evaluation of performance.

UNIT 58

Computer Aided Design

Learning Outcomes

Section 1 Safety Checks, Careers, the Environment and Routine Drafting Techniques

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- position monitor and seating in accordance with British Standards Institute (BSI) requirements;
- identify energy efficient computer equipment and end-of-life recycling methods;
- use at least five of these drawing commands: line, circle, arc, ellipse, polyline, hatch and rectangle;
- use these modification commands: trim, stretch, break, extend and scale;
- draw a range of basic components from a relevant discipline;
- demonstrate a knowledge and understanding of how to retrieve and plot a scale drawing;
- describe three career opportunities in related industries;
- use a paper-free environment except for the final drawing to reduce environmental impact; and
- evaluate their own performance in practical tasks.

Section 2 Creating Components (Blocks)

Learners should be able to:

- understand the basic principles of technical drawing;
- have a knowledge of the layout required for drawings such as position of plans and end and front elevations;
- use the skills developed in section one to create at least two component drawings for a library of symbols, to which they may add from components supplied by the teaching centre;
- use their CAD skills to generate a title block template, including text;
- set up a model space environment;
- set up a paper space environment for printing to a recognised scale; and
- evaluate their own performance in practical tasks.

Section 3 Working Drawing and Graphic Presentation

Learners should be able to:

- draw a plan view and a front view or make a range of drawings from either an engineering or a construction discipline, using the components created in Section 2;
- add dimensions to their drawing;
- create a completed working drawing from their selected discipline;
- plot hard copies of their working drawing and associated components;
- create a file storage area with an appropriate name and location;
- save files in this storage area for future use;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Learners should carry out practical drafting activities associated with their chosen discipline.

Learners will be assessed on the quality of their final drawing, including the accuracy of lines joining at corners and the components drawn.

Learner should take approximately thirty hours to complete the final assessment drawing.

Learners must show evidence of having evaluated their own work.

Teaching centres are expected to use an industry standard drafting package with an individual drafting station for each learner.

Learners should have access to an individual computer and the software used should be capable of producing high quality 2D drawings.

Learners should have access to a printer capable of printing drawings to the specified scale. All drawings presented for moderation must be A3 size to show the detail in the drawings.

To enhance the learners' experience, teachers/lecturers may wish to deliver this unit in parallel with a construction craft unit or an engineering unit. Where learners are manufacturing a tool box from folded sheet metal, there could be partnerships with engineering. Learners could prepare the drawings for the tool box using a CAD system prior to manufacture. Where learners prepare the drawings for a piece of furniture or a construction component, there could be partnerships in the Carpentry and Joinery unit.

One assessment task should be carried out.

Exemplar Assessment

Drawing of a toolbox to be manufactured from sheet metal.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- open an A3 template file;
- insert name, date, scale, drawing title and number;
- set up a drawing environment, including drawing limits, and viewpoints as necessary;
- produce a working drawing of a sheet metal toolbox using a CAD package;
- add dimensions to drawing;
- add appropriate annotation;
- plot the drawing to scale;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

UNIT 58

Computer Aided Design

Performance Descriptors: Computer Aided Design

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Health and safety, environment, and related careers**	• Provide an excellent demonstration of how to position the monitor and seating in accordance with BSI standards • Demonstrate excellent understanding of the energy efficiency and waste reduction procedures when using computers • Demonstrate an excellent understanding of career opportunities and potential progression in relation to CAD	• Provide a very good demonstration of how to position the monitor and seating in accordance with BSI standards • Demonstrate very good understanding of the energy efficiency and waste reduction procedures when using computers • Demonstrate a very good understanding of career opportunities and potential progression in relation to CAD	• Provide a good demonstration of how to position the monitor and seating in accordance with BSI standards • Demonstrate good understanding of the energy efficiency and waste reduction procedures when using computers • Demonstrate a good understanding of career opportunities and potential progression in relation to CAD
	Materials and related skills and knowledge	• Identify, to an excellent standard, the principal drawing and modification commands, file storage and environmental issues	• Identify, to a very good standard, the principal drawing and modification commands, file storage and environmental issues	• Identify, to a good standard, the principal drawing and modification commands, file storage and environmental issues

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	**Health and safety, environment, and related careers**	• Provide a satisfactory demonstration of how to position the monitor and seating in accordance with BSI standards	• Provide a basic demonstration of how to position the monitor and seating in accordance with BSI standards
		• Demonstrate a satisfactory understanding of career opportunities and potential progression in relation to CAD	• Demonstrate a basic understanding of career opportunities and potential progression in relation to CAD
		• Demonstrate satisfactory understanding of the energy efficiency and waste reduction procedures when using computers	• Demonstrate basic understanding of the energy efficiency and waste reduction procedures when using computers
	Materials and related skills and knowledge	• Identify, to a satisfactory standard, the principal drawing and modification commands, file storage and environmental issues	• Identify, to a basic standard, the principal drawing and modification commands, file storage and environmental issues

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	**Symbols library**	• Demonstrate excellent skills when using drawing and modification commands to create at least two components for a drawing symbols library	• Demonstrate very good skills when using drawing and modification commands to create at least two components for a drawing symbols library	• Demonstrate good skills when using drawing and modification commands to create at least two components for a drawing symbols library
	Create template file	• Create a template file to produce an excellent paper space title block to a standard sheet size	• Create a template file to produce a very good paper space title block to a standard sheet size	• Create a template file to produce a good paper space title block to a standard sheet size
	Model space plan view	• Create a drawing environment to an excellent standard that allows for a plan view of a suitably complex engineering or construction drawing	• Create a drawing environment to a very good standard that allows for a plan view of a suitably complex engineering or construction drawing	• Create a drawing environment to a good standard that allows for a plan view of a suitably complex engineering or construction drawing
	Model space front view	• Create a drawing environment to an excellent standard that allows for a front view of a suitably complex engineering or construction drawing	• Create a drawing environment to a very good standard that allows for a front view of a suitably complex engineering or construction drawing	• Create a drawing environment to a good standard that allows for a front view of a suitably complex engineering or construction drawing
	Working drawing	• Create a complete working drawing to an excellent standard, including principal dimensions	• Create a complete working drawing to a very good standard, including principal dimensions	• Create a complete working drawing to a good standard, including principal dimensions
	Hard/Printed copies	• Create final drawings of excellent general appearance that are fit for purpose and at an industry recognised scale	• Create final drawings of very good general appearance that are fit for purpose and at an industry recognised scale	• Create final drawings of good general appearance that are fit for purpose and at an industry recognised scale

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	**Symbols library**	• Demonstrate satisfactory skills when using drawing and modification commands to create at least two components for a drawing symbols library	• Demonstrate basic skills when using drawing and modification commands to create at least two components for a drawing symbols library
	Create template file	• Create a template file to produce a satisfactory paper space title block to a standard sheet size	• Create a template file to produce a basic paper space title block to a standard sheet size
	Model space plan view	• Create a drawing environment to a satisfactory standard that allows for a plan view of a suitably complex engineering or construction drawing	• Create a drawing environment to a basic standard that allows for a plan view of a suitably complex engineering or construction drawing
	Model space front view	• Create a drawing environment to a satisfactory standard that allows for a front view of a suitably complex engineering or construction drawing	• Create a drawing environment to a basic standard that allows for a front view of a suitably complex engineering or construction drawing
	Working drawing	• Create a complete working drawing to a satisfactory standard, including principal dimensions	• Create a complete working drawing to a basic standard, including principal dimensions
	Hard/Printed copies	• Create final drawings of satisfactory general appearance that are fit for purpose and at an industry recognised scale	• Create final drawings of basic general appearance that are fit for purpose and at an industry recognised scale

Computer Aided Design

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	Task evaluation	• Show evidence of an excellent evaluation for each practical assessment task	• Show evidence of a very good evaluation for each practical assessment task	• Show evidence of a good evaluation for each practical assessment task
	Final evaluation	• Produce excellent self-reflective statements about the learning process in this unit	• Produce very good self-reflective statements about the learning process in this unit	• Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	Task evaluation	• Show evidence of a satisfactory evaluation for each practical assessment task	• Show evidence of a basic evaluation for each practical assessment task
	Final evaluation	• Produce satisfactory self-reflective statements about the learning process in this unit	• Produce basic self-reflective statements about the learning process in this unit

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Symbols library						
Create template file						
Model space plan view						
Model space front view						
Working drawing						
Hard/Printed copies						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	☐	No	☐		
My Record completed	Yes	☐	No	☐		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

Digital Imaging

UNIT 59

Learners will develop skills in creating digital images using a variety of applications. They will learn the functions of a digital camera and understand the different styles and genres associated with photography. They will edit photographs and produce digital designs for print, screen and the internet. These are industry standard skills in photography and digital design. Learners should demonstrate a clear understanding of the career opportunities available in digital imagery. Health and safety, and environmental issues will also be considered.

This unit includes:

- using a selection of equipment for digital photography and creative imaging;
- capturing images in different styles and genres;
- manipulating images in a software package, for example Photoshop;
- presenting a photography project to an audience;
- consideration of career opportunities in the digital imaging industry;
- consideration of health and safety issues in the digital imaging industry;
- consideration of environmental issues in the digital imaging industry; and
- a review and evaluation of performance.

UNIT 59

Digital Imaging

Learning Outcomes

Section 1 Introduction to Photographic Equipment

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974;
- work safely with computers, complying with the Health and Safety Regulations (Display Screen Equipment) 1992;
- identify different equipment associated with digital photography and creative imaging such as types of camera, tripods, memory cards, lighting, printers, photographic paper and editing software;
- identify the different styles and genres of photographs such as fashion, landscape, portrait, black and white, and macro;
- show evidence of basic camera skills by taking a collection of images and saving these into a folder on a computer;
- understand image properties and the associated terminology, for example pixels, resolution, file types and formats;
- understand the importance of copyright regulations;
- understand the importance of environmental issues when working with computers;
- describe three career opportunities in the digital imaging industry; and
- evaluate their own performance in practical tasks.

Section 2 Explore Photographic Techniques

Learners should be able to:

- capture a collection of images in different styles and genres;
- import the captured image to an appropriate software package;
- show an understanding of basic photographic manipulation and alteration skills;
- discuss and critique their own work;
- apply health and safety procedures when using equipment;
- understand the importance of recycling, minimising waste, energy efficiency and correct waste disposal methods; and
- evaluate their own performance in practical tasks.

Section 3 Present a Photography Project

Learners should be able to:

- show evidence of research, planning and time management relating to a photography project;
- record the progress of the project;
- show evidence of advanced editing skills;
- present a final project for an audience in a professional manner;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

This unit has been specifically written for use with industry standard digital image manipulation software.

The unit will be project-based. Learners will be required to produce a final image or images printed as hard copy or saved on a CD/memory stick/hard drive. It is recommended that the assessment of underpinning knowledge, practical application/product evidence and the learner's evaluation may be in the form of oral questioning, a class test, video or saved files.

Candidates will be expected to demonstrate increasing levels of knowledge, skills and understanding. In order to achieve at the higher levels, learners must progressively demonstrate skills in the use of editing software.

These skills include:

- working with layers;
- using adjustments and curves;
- dealing with underexposed and overexposed images;
- using advanced layer options (adjustment layers, blending modes, layer masks);
- using a minimum of three selection tools;
- adjusting colour levels (colour, hue, saturation);
- applying a minimum of three filters to an image;
- creating a composition using images and text;
- adjusting resolution and colour mode (RGB, CMYK, greyscale) for the required output;
- using software, such as Photoshop, to:
  - change the colour of an image;
  - use the paintbrush tool;
  - apply the paint bucket tool;
  - apply a gradient;
  - apply the blur and sharpen tools;
  - change brightness and contrast;
  - adjust levels;
  - adjust hue and saturation; and
  - save the image as a Photoshop document.

Exemplar Assessment

Learners should be able to:

- answer questions to demonstrate the knowledge and understanding requirements;
- use a digital camera and photographic equipment to capture a collection of images in different styles and genres;
- use a software package, such as Photoshop, to manipulate and alter the images;
- research, plan and carry out a final photography project;
- present detailed printed screenshots to show work in progress;
- present a final project as a montage or fine art display;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

UNIT 59

Digital Imaging

Performance Descriptors: Digital Imaging

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Health and safety, environment, and related careers**	• Demonstrate an excellent understanding of health and safety issues when working with computers	• Demonstrate a very good understanding of health and safety issues when working with computers	• Demonstrate a good understanding of health and safety issues when working with computers
		• Demonstrate an excellent awareness of energy efficiency and waste reduction measures when working with computers	• Demonstrate a very good awareness of energy efficiency and waste reduction measures when working with computers	• Demonstrate a good awareness of energy efficiency and waste reduction measures when working with computers
		• Demonstrate excellent knowledge of employment opportunities in the digital imaging industry	• Demonstrate very good knowledge of employment opportunities in the digital imaging industry	• Demonstrate good knowledge of employment opportunities in the digital imaging industry
	Materials and related skills and knowledge	• Demonstrate an excellent appreciation of the relevance of copyright regulations	• Demonstrate a very good appreciation of the relevance of copyright regulations	• Demonstrate a good appreciation of the relevance of copyright regulations
		• Demonstrate an excellent understanding of different types of photographic equipment and photography styles	• Demonstrate a very good understanding of different types of photographic equipment and photography styles	• Demonstrate a good understanding of different types of photographic equipment and photography styles

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	**Health and safety, environment, and related careers**	• Demonstrate a satisfactory understanding of health and safety issues when working with computers	• Demonstrate a basic understanding of health and safety issues when working with computers
		• Demonstrate a satisfactory awareness of energy efficiency and waste reduction measures when working with computers	• Demonstrate a basic awareness of energy efficiency and waste reduction measures when working with computers
		• Demonstrate satisfactory knowledge of employment opportunities in the digital imaging industry	• Demonstrate basic knowledge of employment opportunities in the digital imaging industry
	Materials and related skills and knowledge	• Demonstrate a satisfactory appreciation of the relevance of copyright regulations	• Demonstrate a basic appreciation of the relevance of copyright regulations
		• Demonstrate a satisfactory understanding of different types of photographic equipment and photography styles	• Demonstrate a basic understanding of different types of photographic equipment and photography styles

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	**Using a digital camera**	• Demonstrate excellent ability to use a digital camera and photographic equipment	• Demonstrate very good ability to use a digital camera and photographic equipment	• Demonstrate good ability to use a digital camera and photographic equipment
	Research, planning and time management	• Demonstrate excellent skills in research, planning and time management	• Demonstrate very good skills in research, planning and time management	• Demonstrate good skills in research, planning and time management
	Different styles of photography	• Demonstrate excellent use of the different styles of photography	• Demonstrate very good use of the different styles of photography	• Demonstrate good use of the different styles of photography
	Editing software	• Demonstrate excellent manipulation skills in editing software	• Demonstrate very good manipulation skills in editing software	• Demonstrate good manipulation skills in editing software
	Montage/Fine art display	• Creatively present work as a montage or fine art display to an excellent standard	• Creatively present work as a montage or fine art display to a very good standard	• Creatively present work as a montage or fine art display to a good standard
	End product	• Produce an end product that is of an excellent standard	• Produce an end product that is of a very good standard	• Produce an end product that is of a good standard

AO2

	Assessment Criteria	Performance Descriptor Basic 2–1	Performance Descriptor Basic 2–1
AO2	**Using a digital camera**	• Demonstrate satisfactory ability to use a digital camera and photographic equipment	• Demonstrate basic ability to use a digital camera and photographic equipment
	Research, planning and time management	• Demonstrate satisfactory skills in research, planning and time management	• Demonstrate basic skills in research, planning and time management
	Different styles of photography	• Demonstrate satisfactory use of the different styles of photography	• Demonstrate basic use of the different styles of photography
	Editing software	• Demonstrate satisfactory manipulation skills in editing software	• Demonstrate basic manipulation skills in editing software
	Montage/Fine art display	• Creatively present work as a montage or fine art display to a satisfactory standard	• Creatively present work as a montage or fine art display to a basic standard
	End product	• Produce an end product that is of a satisfactory standard	• Produce an end product that is of a basic standard

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	Task evaluation	• Show evidence of an excellent evaluation for each practical assessment task	• Show evidence of a very good evaluation for each practical assessment task	• Show evidence of a good evaluation for each practical assessment task
	Final evaluation	• Produce excellent self-reflective statements about the learning process in this unit	• Produce very good self-reflective statements about the learning process in this unit	• Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	Task evaluation	• Show evidence of a satisfactory evaluation for each practical assessment task	• Show evidence of a basic evaluation for each practical assessment task
	Final evaluation	• Produce satisfactory self-reflective statements about the learning process in this unit	• Produce basic self-reflective statements about the learning process in this unit

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Using a digital camera						
Research, planning and time management						
Different styles of photography						
Editing software						
Montage/Fine art display						
End product						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	☐	No	☐		
My Record completed	Yes	☐	No	☐		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

Digital Music

UNIT 60

Learners will develop skills in how to use appropriate software to create, record, edit, arrange and mix audio. Software may include Audacity, Dance eJay, Music Maker, GarageBand, Sony ACID and Cubase. Learners should gain the confidence to create their own complete musical track. At the end of the unit, learners will be able to save their music track(s) in the appropriate formats to play on a CD, mobile phone, MP3 player, games console, or other digital audio devices. Health and safety, and environmental issues will also be considered.

This unit includes:

- identifying different music genres and structures;
- developing skills in the use of software for producing digital music;
- understanding copyright regulations;
- reviewing other people's music;
- consideration of health and safety procedures when working with computers;
- production of a final mastered track;
- consideration of career opportunities in the digital music industry;
- consideration of environmental issues in the digital music industry; and
- a review and evaluation of performance.

UNIT 60

Digital Music

Learning Outcomes

Section 1 Introduction to Music Styles and Genres

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- work safely with computers, complying with the Health and Safety (Display Screen Equipment) Regulations 1992;
- show an understanding of music genres;
- show an understanding of music structure;
- identify hardware and software associated with digital music;
- describe three employment opportunities associated with the digital music industry;
- understand the importance of environmental issues such as reduction of waste when printing, use of scrap paper for drafts and using electrical equipment in energy saving mode; and
- evaluate their own performance in practical tasks.

Section 2 Experiment with Digital Music Software, Mixing and Sampling

Learners should be able to:

- explain the copyright regulations associated with digital music;
- identify appropriate audio formats (WAV/AIFF, MP3/WMA) on various media players, for example CD, MP3 player, mobile phone or the web;
- experiment with suitable software to record, edit, arrange and mix music;
- discuss and critique their own work; and
- evaluate their own performance in practical tasks.

Section 3 Produce a Music Track

Learners should be able to:

- develop ideas for a music track;
- identify a target audience for their music track;
- show evidence of planning for their music track, using printed screenshots;
- develop audio files;
- create and edit MIDI files and understand the differences between these and audio files;
- create a final mastered track;
- output their final music track on CD or memory stick/hard drive;
- constructively review others' music and describe its structure;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Presentation of completed work with additional supporting materials is the preferred means of assessment. The unit will be project based and learners will be required to produce a master music track.

It is recommended that the assessment of underpinning knowledge, practical application/product evidence and the learner's evaluation may be in the form of a variety of oral questioning, a class test, a video or saved files.

The final music track should be saved on a CD or memory stick/hard drive. Work in progress should be evidenced by printed screenshots.

Evaluation activities could be recorded in writing, produced as a sound file or captured on video. Learners could include individual workshop tutorials.

Exemplar Assessment

Introduction to the digital music studio

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- apply health and safety procedures when using electrical equipment to create digital music, for example PC, Mac, microphones, headset or electronic keyboards;
- identify the software applications, showing confidence in navigating the interface;
- use music software to create a new mix from scratch showing a clear planning process, identifying the target audience and definite outcome;
- create and edit audio and MIDI files;
- recognise the differences between audio and MIDI;
- document all work with illustrative language and visuals;
- save work in multiple file formats, showing good organisational skills;
- constructively review others' music;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Digital Music

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Health and safety, environment, and related careers**	• Demonstrate excellent understanding of the potential health and safety hazards in the music studio • Demonstrate excellent understanding of the energy efficiency and waste reduction procedures in the music studio • Describe in an excellent manner employment opportunities in the area of digital music	• Demonstrate very good understanding of the potential health and safety hazards in the music studio • Demonstrate very good understanding of the energy efficiency and waste reduction procedures in the music studio • Describe in a very good manner employment opportunities in the area of digital music	• Demonstrate good understanding of the potential health and safety hazards in the music studio • Demonstrate good understanding of the energy efficiency and waste reduction procedures in the music studio • Describe in a good manner employment opportunities in the area of digital music
	Materials and related skills and knowledge	• Identify in an excellent manner different genres of music	• Identify in a very good manner different genres of music	• Identify in a good manner different genres of music

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	**Health and safety, environment, and related careers**	• Demonstrate satisfactory understanding of the potential health and safety hazards in the music studio	• Demonstrate basic understanding of the potential health and safety hazards in the music studio
		• Demonstrate satisfactory understanding of the energy efficiency and waste reduction procedures in the music studio	• Demonstrate basic understanding of the energy efficiency and waste reduction procedures in the music studio
		• Describe in a satisfactory manner employment opportunities in the area of digital music	• Describe in a basic manner employment opportunities in the area of digital music
	Materials and related skills and knowledge	• Identify in a satisfactory manner different genres of music	• Identify in a basic manner different genres of music

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	**Copyright laws**	• Demonstrate an excellent understanding of copyright regulations in digital music	• Demonstrate a very good understanding of copyright regulations in digital music	• Demonstrate a good understanding of copyright regulations in digital music
	Using music software	• Demonstrate excellent use of music creation software to build tracks using samples and loops	• Demonstrate very good use of music creation software to build tracks using samples and loops	• Demonstrate good use of music creation software to build tracks using samples and loops
	Music composition	• Demonstrate music composition and arrangement skills to an excellent standard	• Demonstrate music composition and arrangement skills to a very good standard	• Demonstrate music composition and arrangement skills to a good standard
		• Demonstrate excellent use of different music styles	• Demonstrate very good use of different music styles	• Demonstrate good use of different music styles
	Editing audio files	• Demonstrate to an excellent standard the development of audio files	• Demonstrate to a very good standard the development of audio files	• Demonstrate to a good standard the development of audio files
		• Show an excellent understanding of the differences between audio and MIDI files	• Show a very good understanding of the differences between audio and MIDI files	• Show a good understanding of the differences between audio and MIDI files
		• Create and edit MIDI files to an excellent standard	• Create and edit MIDI files to a very good standard	• Create and edit MIDI files to a good standard
	Producing digital music	• Create a final mastered track to an excellent standard	• Create a final mastered track to a very good standard	• Create a final mastered track to a good standard
	Music evaluation	• Constructively review others' music, analyse the strengths and weaknesses and describe its structure to an excellent standard	• Constructively review others' music, analyse the strengths and weaknesses and describe its structure to a very good standard	• Constructively review others' music, analyse the strengths and weaknesses and describe its structure to a good standard

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	**Copyright laws**	• Demonstrate a satisfactory understanding of copyright regulations in digital music	• Demonstrate a basic understanding of copyright regulations in digital music
	Using music software	• Demonstrate satisfactory use of music creation software to build tracks using samples and loops	• Demonstrate basic use of music creation software to build tracks using samples and loops
	Music composition	• Demonstrate music composition and arrangement skills to a satisfactory standard	• Demonstrate music composition and arrangement skills to a basic standard
		• Demonstrate satisfactory use of different music styles	• Demonstrate basic use of different music styles
	Editing audio files	• Demonstrate to a satisfactory standard the development of audio files	• Demonstrate to a basic standard the development of audio files
		• Show a satisfactory understanding of the differences between audio and MIDI files	• Show a basic understanding of the differences between audio and MIDI files
		• Create and edit MIDI files to a satisfactory standard	• Create and edit MIDI files to a basic standard
	Producing digital music	• Create a final mastered track to a satisfactory standard	• Create a final mastered track to a basic standard
	Music evaluation	• Constructively review others' music, analyse the strengths and weaknesses and describe the structure of their music to a satisfactory standard	• Constructively review others' music, analyse the strengths and weaknesses and describe the structure of their music to a basic standard

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	Task evaluation	• Show evidence of an excellent evaluation for each practical assessment task	• Show evidence of a very good evaluation for each practical assessment task	• Show evidence of a good evaluation for each practical assessment task
	Final evaluation	• Produce excellent self-reflective statements about the learning process in this unit	• Produce very good self-reflective statements about the learning process in this unit	• Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	Task evaluation	• Show evidence of a satisfactory evaluation for each practical assessment task	• Show evidence of a basic evaluation for each practical assessment task
	Final evaluation	• Produce satisfactory self-reflective statements about the learning process in this unit	• Produce basic self-reflective statements about the learning process in this unit

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Copyright laws						
Using music software						
Music composition						
Editing audio files						
Producing digital music						
Music evaluation						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	☐	No	☐		
My Record completed	Yes	☐	No	☐		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

Manufacturing Techniques – Hand Fitting

UNIT 61

This unit is designed to give the learner a basic understanding of the practical skills and basic knowledge required in the production of assembled components manufactured from metal.

This unit includes:

- consideration of health and safety issues within the unit;
- consideration of career opportunities available within engineering and/or manufacturing;
- consideration of environmental issues relating to the sourcing of raw materials, manufacture and recycling within the unit;
- selection and use of appropriate hand tools and measuring equipment;
- development of the techniques of measuring, cutting, filing, drilling and threading component parts;
- the use of equipment, for example scriber, punch, dividers and odd-legs to mark out component profiles;
- the manufacture of various parts for assembly to make a finished component;
- the use of measuring equipment, for example ruler, vernier calipers or micrometer, to check sizes of parts;
- joining parts together using rivets and screw threads; and
- a review and evaluation of performance.

UNIT 61

Manufacturing Techniques – Hand Fitting

Learning Outcomes

Section 1 Health and Safety Procedures, Careers, the Environment and Good Housekeeping

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- understand workshop procedures in the event of a fire or accident;
- identify and use appropriate Personal Protective Equipment (PPE) for example safety boots, safety glasses and boiler suit or apron;
- describe three career opportunities within engineering and/or manufacturing;
- demonstrate an understanding of environmental issues relating to the sourcing of raw materials, resources used in manufacture and recycling;
- apply safe working practices in the workshop in the use of sharp and pointed tools;
- select and inspect tools and equipment ensuring they are safe and fit for use;
- store tools and materials safely and ensure a safe and tidy work area; and
- evaluate their own performance in practical tasks.

Section 2 Selection of Tools and Equipment

Learners should be able to:

- wear appropriate PPE and observe all health and safety procedures in the workshop;
- read and interpret simple engineering drawings;
- show an understanding of the sequence in which the manufacturing operations are carried out;
- ensure the workshop area is clear of any obstacles, surplus materials or potential hazards;
- select the correct materials and tools from instructions/information given;
- inspect tools and equipment for wear or damage and report any faults to supervisor;
- mark out lined detail on metal components using marking out and measuring equipment (for example ruler, square and scriber);
- mark out drilled hole positions, centre lines and centre punch;
- follow demonstrations/instructions on setting up and using drilling machine;
- drill holes of correct diameter according to a pattern or drawing;
- tap holes to provide internal threads;
- cut accurately on waste side of line and file to profile/shape;
- check finished components for accuracy using rulers, squares or protectors;
- check own work and agree remedial action with supervisor if issues arise at assembly stage;
- reinstate the work area on completion of task and dispose of waste materials appropriately; and
- evaluate their own performance in practical tasks.

Learning Outcomes (cont.)

Section 3 Manufacture, Assemble, Test and Inspect Assembled Tasks

Learners should be able to:

- read and understand simple engineering drawings and interpret the dimensional information relating to shapes such as square edges, angular detail, internal and external radii, drilled and tapped holes, reaming and counterboring;
- use the necessary instrument to mark out accurately the features of the component being manufactured;
- use the necessary hand tools to cut out the profiles of the component;
- use pedestal drilling machine by adjusting table height, securing work piece, selecting and securing cutting tool (drill, reamer, countersink and counterbore) selecting speed and setting guard to drill specific hole sizes;
- drill through holes and blind holes to specific depths and ream to fit;
- assemble component and inspect for accuracy;
- agree any changes with supervisor and carry out any alterations or remedial action required to correct and complete the task;
- produce the components with the necessary range of profiles that allow the assembly of the mating parts to fit together with the correct orientation and matching holes for screws, bolts, dowels and rivets to complete the assembly;
- check the quality and accuracy of the manufactured components at various stages using a range of measuring and checking tools;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 61

Manufacturing Techniques – Hand Fitting

Assessment Guidance

Teachers/Lecturers should explain the importance of a safe working environment and a clean and tidy work area.

Learners should demonstrate a working knowledge of the various stages in the production of assembled components manufactured from metal.

Practical occupational tasks selected should reflect the breadth of opportunity for learners to be stretched and challenged when demonstrating their skills in line with this unit.

Centres delivering this unit should be suitably resourced with multiple hand tools, consumable metal of appropriate section, drilling, cutting and finishing equipment and appropriate tools for cutting threads where necessary.

The following assessment task could provide evidence for the unit requirements.

Exemplar Assessment

Manufacture an engineer's cramp.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- select suitable workshop area and identify and select tools as necessary;
- interpret drawings;
- identify materials required for assembly, measure material size;
- produce datums and file to correct dimensions;
- mark out profiles as per drawing;
- manufacture according to drawings including drilling, filing and cutting, as necessary;
- tap threads, drill, counterbore and ream designated holes as required;
- test operation of assembled parts and adjust/modify as necessary;
- check completed component against specification;
- tidy work area, return all tools and equipment and dispose of surplus materials in an environmentally friendly manner;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Manufacturing Techniques - Hand Fitting

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Health and safety, environment, and related careers**	• Demonstrate excellent understanding of the requirements of health and safety procedures when using tools and equipment • Demonstrate excellent ability to comply with workshop rules in the event of fire or accident • Demonstrate excellent understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way • Provide an excellent description of three related career opportunities	• Demonstrate very good understanding of the requirements of health and safety procedures when using tools and equipment • Demonstrate very good ability to comply with workshop rules in the event of fire or accident • Demonstrate very good understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way • Provide a very good description of three related career opportunities	• Demonstrate good understanding of the requirements of health and safety procedures when using tools and equipment • Demonstrate good ability to comply with workshop rules in the event of fire or accident • Demonstrate good understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way • Provide a good description of three related career opportunities
	Materials and related skills and knowledge	• Demonstrate excellent ability to identify and select materials, tools and equipment for the tasks • Demonstrate excellent ability to identify and select measuring equipment to check accuracy	• Demonstrate very good ability to identify and select materials, tools and equipment for the tasks • Demonstrate very good ability to identify and select measuring equipment to check accuracy	• Demonstrate good ability to identify and select materials, tools and equipment for the tasks • Demonstrate very good ability to identify and select measuring equipment to check accuracy

UNIT 61

Manufacturing Techniques – Hand Fitting

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	**Health and safety, environment, and related careers**	• Demonstrate satisfactory understanding of the requirements of health and safety procedures when using tools and equipment • Demonstrate satisfactory ability to comply with workshop rules in the event of fire or accident • Demonstrate satisfactory understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way • Provide a satisfactory description of three related career opportunities	• Demonstrate basic understanding of the requirements of health and safety procedures when using tools and equipment • Demonstrate basic ability to comply with workshop rules in the event of fire or accident • Demonstrate basic understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way • Provide a basic description of three related career opportunities
	Materials and related skills and knowledge	• Demonstrate satisfactory ability to identify and select materials, tools and equipment for the tasks • Demonstrate satisfactory ability to identify and select measuring equipment to check accuracy	• Demonstrate basic ability to identify and select materials, tools and equipment for the tasks • Demonstrate basic ability to identify and select measuring equipment to check accuracy

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	**Drawings and marking out**	• Demonstrate excellent ability to read and understand drawings and diagrammatic guidelines	• Demonstrate very good ability to read and understand drawings and diagrammatic guidelines	• Demonstrate good ability to read and understand drawings and diagrammatic guidelines
		• Demonstrate excellent ability to mark out features of the components	• Demonstrate very good ability to mark out features of the component	• Demonstrate good ability to mark out features of the components
	Cutting and preparation	• Demonstrate excellent ability to cut and prepare material for individual parts/components as per drawing/diagrams	• Demonstrate very good ability to cut and prepare material for individual parts/components as per drawing/diagrams	• Demonstrate good ability to cut and prepare material for individual parts/components as per drawing/diagrams
	Assemble components	• Demonstrate excellent ability to manufacture individual parts for complete assembly	• Demonstrate very good ability to manufacture individual parts for complete assembly	• Demonstrate good ability to manufacture individual parts for complete assembly
	Use of hand tools	• Demonstrate excellent ability to use hand tools to carry out a range of tasks, for example sawing, filing, chiselling, scribing, centre-punching, riveting, and thread-tapping	• Demonstrate very good ability to use hand tools to carry out a range of tasks, for example sawing, filing, chiselling, scribing, centre-punching, riveting, and thread-tapping	• Demonstrate good ability to use hand tools to carry out a range of tasks, for example sawing, filing, chiselling, scribing, centre-punching, riveting, and thread-tapping
	Use of machine tools	• Demonstrate excellent ability to use machine tools to carry out a range of tasks, for example drilling, reaming, counterboring and countersinking	• Demonstrate very good ability to use machine tools to carry out a range of tasks, for example drilling, reaming, counterboring and countersinking	• Demonstrate good ability to use machine tools to carry out a range of tasks, for example drilling, reaming, counterboring and countersinking
	Measure and check accuracy	• Demonstrate excellent ability to use measuring equipment to check accuracy of individual and assembled parts	• Demonstrate very good ability to use measuring equipment to check accuracy of individual and assembled parts	• Demonstrate good ability to use measuring equipment to check accuracy of individual and assembled parts
		• Demonstrate excellent ability to make any necessary adjustments to correct errors	• Demonstrate very good ability to make any necessary adjustments to correct errors	• Demonstrate good ability to make any necessary adjustments to correct errors

UNIT 61

Manufacturing Techniques – Hand Fitting

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	**Drawings and marking out**	• Demonstrate satisfactory ability to read and understand drawings and diagrammatic guidelines	• Demonstrate basic ability to read and understand drawings and diagrammatic guidelines
		• Demonstrate satisfactory ability to mark out features of the components	• Demonstrate basic ability to mark out features of the components
	Cutting and preparation	• Demonstrate satisfactory ability to cut and prepare material for individual parts/components as per drawing/diagrams	• Demonstrate basic ability to cut and prepare material for individual parts/components as per drawing/diagrams
	Assemble components	• Demonstrate satisfactory ability to manufacture individual parts for complete assembly	• Demonstrate basic ability to manufacture individual parts for complete assembly
	Use of hand tools	• Demonstrate satisfactory ability to use hand tools to carry out a range of tasks, for example sawing, filing, chiselling, scribing, centre-punching, riveting, and thread-tapping	• Demonstrate basic ability to use hand tools to carry out a range of tasks, for example sawing, filing, chiselling, scribing, centre-punching, riveting, and thread-tapping
	Use of machine tools	• Demonstrate satisfactory ability to use machine tools to carry out a range of tasks, for example drilling, reaming, counterboring and countersinking	• Demonstrate basic ability to use machine tools to carry out a range of tasks, for example drilling, reaming, counterboring and countersinking
	Measure and check accuracy	• Demonstrate satisfactory ability to use measuring equipment to check accuracy of individual and assembled parts	• Demonstrate basic ability to use measuring equipment to check accuracy of individual and assembled parts
		• Demonstrate satisfactory ability to make any necessary adjustments to correct errors	• Demonstrate basic ability to make any necessary adjustments to correct errors

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	**Task evaluation**	• Show evidence of an excellent evaluation for each practical assessment task	• Show evidence of a very good evaluation for each practical assessment task	• Show evidence of a good evaluation for each practical assessment task
	Final evaluation	• Produce excellent self-reflective statements about the learning process in this unit	• Produce very good self-reflective statements about the learning process in this unit	• Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	**Task evaluation**	• Show evidence of a satisfactory evaluation for each practical assessment task	• Show evidence of a basic evaluation for each practical assessment task
	Final evaluation	• Produce satisfactory self-reflective statements about the learning process in this unit	• Produce basic self-reflective statements about the learning process in this unit

UNIT 61

Manufacturing Techniques – Hand Fitting

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Drawings and marking out						
Cutting and preparation						
Assemble components						
Use of hand tools						
Use of machine tools						
Measure and check accuracy						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	☐	No	☐		
My Record completed	Yes	☐	No	☐		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

Manufacturing Techniques – Sheet Metal

UNIT 62

This unit is designed to give the learner a basic understanding of the practical skills and basic knowledge required in the fabrication of assembled components manufactured from sheet metal. The learner will gain experience and an opportunity to demonstrate the ability to cut, form and join sheet metal to fabricate simple items.

This unit includes:

- consideration of health and safety issues within the unit;
- consideration of the career opportunities available within engineering fabrication;
- consideration of environmental issues relating to the sourcing of raw materials, manufacture and recycling within the unit;
- selection and use of appropriate marking out equipment and hand tools;
- development of the techniques of measuring, marking out, cutting, folding and joining together component parts to produce an assembled item;
- the use of equipment, for example scriber, punch, divider or calipers, to mark out component profiles;
- assembly of various parts to make a finished component;
- joining parts together using rivets, hinges and welding; and
- a review and evaluation of performance.

UNIT 62

Manufacturing Techniques – Sheet Metal

Learning Outcomes

Section 1 Health and Safety Procedures, Careers and Good Housekeeping

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- understand workshop procedures in the event of a fire or accident;
- identify and use appropriate Personal Protective Equipment (PPE), for example safety boots, gloves, safety glasses and boiler suit or apron;
- apply safe working practice in the handling of sheet metal sections;
- apply safe working practices in the workshop in the use of sharp and pointed tools, for example scribers, dividers, or off-legs;
- describe three career opportunities available within engineering fabrication;
- select and inspect tools and equipment ensuring they are safe and fit for use;
- store tools and materials safely and ensure a safe and tidy work area;
- demonstrate an understanding of environmental issues relating to the sourcing of raw materials and resources used in manufacture and recycling; and
- evaluate their own performance in practical tasks.

Section 2 The Use of Basic Tools and Equipment

Learners should be able to:

- wear appropriate PPE and observe all health and safety procedures in the workshop;
- read and interpret simple engineering drawings;
- show an understanding of the sequence in which the manufacturing operations are carried out;
- select the correct materials and tools from instruction/information given;
- inspect tools and equipment for wear or damage and report any faults to supervisor;
- mark out lined detail on metal components using marking out and measuring equipment (for example ruler, square, scriber, calipers and dividers);
- mark out positions for drilling holes using centre lines and centre punch;
- follow demonstrations/instructions on setting up and using hole punch and drilling machine;
- drill/punch holes of correct diameter according to engineering drawings;
- recycle all cuttings;
- cut accurately to line and file/de-burr to profile/shape;
- check finished components for accuracy using rules and gauges;
- check own work and agree remedial action with supervisor if issues arise at assembly stage;
- ensure the workshop area is clear of any obstacles, surplus materials or potential hazards;
- reinstate the work area on completion of task and dispose of waste materials appropriately; and
- evaluate their own performance in practical tasks.

Section 3 Manufacture, Measure and Inspect Assembled Tasks

Learners should be able to:

- read and understand simple engineering drawings and interpret the dimensional information relating to shapes such as square edges, angular detail, internal and external radii, safe edges and drilled holes;
- use the necessary instruments to mark out accurately the features of the component being manufactured;
- use the necessary hand tools to cut out the profiles of the component;
- use pedestal drilling machine by adjusting table height, securing work piece, selecting and securing cutting tool, selecting speed and setting guard to drill a hole;
- form sheet metal using hand and machine tools in accordance with approved procedures;
- assemble the components with the necessary range of profiles that allow the mating parts to fit together with the correct orientation and matching holes for rivets;
- inspect for accuracy and agree any remedial action with supervisor;
- carry out any alterations or remedial action required to correct and complete the task;
- check the quality and accuracy of the manufactured components at various stages using measuring and checking tools;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 62

Manufacturing Techniques – Sheet Metal

Assessment Guidance

Teachers/Lecturers should explain the importance of a safe working environment and a clean and tidy work area.

Learners should demonstrate a working knowledge of the various stages in the production of assembled components manufactured from metal.

Practical occupational tasks selected should reflect the breadth of opportunity for learners to be stretched and challenged when demonstrating their skills in line with this unit.

Centres delivering this unit should be suitably resourced with multiple hand tools, consumable sheet metal, and cutting, folding, riveting, welding and drilling equipment.

The following assessment task could provide evidence for the unit requirements.

Exemplar Assessment

Manufacture a tool box or post box.

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- select suitable workshop area and identify and select tools as necessary;
- interpret drawings;
- identify materials required for development and measure and cut to size;
- manufacture assessment task;
- assemble and secure parts;
- test operation of assembled parts and adjust/modify as necessary;
- check completed item against specification;
- tidy work area and return all tools and equipment and dispose of surplus material;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Manufacturing Techniques – Sheet Metal

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Health and safety, environment, and related careers**	• Demonstrate excellent understanding of the requirements of health and safety procedures when using tools and equipment • Demonstrate excellent ability to comply with workshop rules in the event of fire or accident • Demonstrate excellent understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way • Provide an excellent description of three career opportunities	• Demonstrate very good understanding of the requirements of health and safety procedures when using tools and equipment • Demonstrate very good ability to comply with workshop rules in the event of fire or accident • Demonstrate very good understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way • Provide a very good description of three career opportunities	• Demonstrate good understanding of the requirements of health and safety procedures when using tools and equipment • Demonstrate good ability to comply with workshop rules in the event of fire or accident • Demonstrate good understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way • Provide a good description of three career opportunities
	Materials and related skills and knowledge	• Demonstrate excellent ability to identify and select materials, tools and components for the tasks • Demonstrate excellent evidence of identifying and selecting measuring equipment to check accuracy	• Demonstrate very good ability to identify and select materials, tools and components for the tasks • Demonstrate very good evidence of identifying and selecting measuring equipment to check accuracy	• Demonstrate good ability to identify and select materials, tools and components for the tasks • Demonstrate very good evidence of identifying and selecting measuring equipment to check accuracy

UNIT 62

Manufacturing Techniques – Sheet Metal

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	**Health and safety, environment, and related careers**	• Demonstrate satisfactory understanding of the requirements of health and safety procedures when using tools and equipment	• Demonstrate basic understanding of the requirements of health and safety procedures when using tools and equipment
		• Demonstrate satisfactory ability to comply with workshop rules in the event of fire or accident	• Demonstrate basic ability to comply with workshop rules in the event of fire or accident
		• Demonstrate satisfactory understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way	• Demonstrate basic understanding of the importance of leaving the workshop tidy and safe, and by recycling waste or disposing of it in an environmentally friendly way
		• Provide a satisfactory description of three career opportunities	• Provide a basic description of three career opportunities
	Materials and related skills and knowledge	• Demonstrate satisfactory ability to identify and select materials, tools and components for the tasks	• Demonstrate basic ability to identify and select materials, tools and components for the tasks
		• Demonstrate satisfactory evidence of identifying and selecting measuring equipment to check accuracy	• Demonstrate basic evidence of identifying and selecting measuring equipment to check accuracy

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	**Drawings and marking out**	• Demonstrate an excellent ability to read and understand drawings and diagrammatic guidelines	• Demonstrate a very good ability to read and understand drawings and diagrammatic guidelines	• Demonstrate a good ability to read and understand drawings and diagrammatic guidelines
	Cutting and preparation	• Demonstrate an excellent ability to mark out details on components • Demonstrate an excellent ability to cut and prepare material for individual parts/ components as per drawing/diagram	• Demonstrate a very good ability to mark out details on components • Demonstrate a very good ability to cut and prepare material for individual parts/ components as per drawing/diagram	• Demonstrate a good ability to mark out details on components • Demonstrate a good ability to cut and prepare material for individual parts/components as per drawing/diagram
	Assemble components	• Demonstrate an excellent ability to manufacture individual parts for complete assembly	• Demonstrate a very good ability to manufacture individual parts for complete assembly	• Demonstrate a good ability to manufacture individual parts for complete assembly
	Use of hand tools	• Demonstrate an excellent ability to use hand tools, for example guillotine, hacksaw, file, chisel, scribe, centre-punch and drill	• Demonstrate a very good ability to use hand tools, for example guillotine, hacksaw, file, chisel, scribe, centre-punch and drill	• Demonstrate a good ability to use hand tools, for example guillotine, hacksaw, file, chisel, scribe, centre-punch and drill
	Use of machine tools	• Demonstrate an excellent ability to use machine tools to carry out a range of tasks, for example drilling and countersinking	• Demonstrate a very good ability to use machine tools to carry out a range of tasks, for example drilling and countersinking	• Demonstrate a good ability to use machine tools to carry out a range of tasks, for example drilling and countersinking
	Measure and check accuracy	• Demonstrate an excellent ability to use measuring equipment to check accuracy of individual and assembled parts • Demonstrate an excellent ability to make any necessary adjustments to correct errors	• Demonstrate a very good ability to use measuring equipment to check accuracy of individual and assembled parts • Demonstrate a very good ability to make any necessary adjustments to correct errors	• Demonstrate a good ability to use measuring equipment to check accuracy of individual and assembled parts • Demonstrate a good ability to make any necessary adjustments to correct errors

Manufacturing Techniques – Sheet Metal

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	**Drawings and marking out**	• Demonstrate a satisfactory ability to read and understand drawings and diagrammatic guidelines	• Demonstrate a basic ability to read and understand drawings and diagrammatic guidelines
	Cutting and preparation	• Demonstrate a satisfactory ability to mark out details on components • Demonstrate a satisfactory ability to cut and prepare material for individual parts/components as per drawing/diagram	• Demonstrate a basic ability to mark out details on components • Demonstrate a basic ability to cut and prepare material for individual parts/components as per drawing/diagram
	Assemble components	• Demonstrate a satisfactory ability to manufacture individual parts for complete assembly	• Demonstrate a basic ability to manufacture individual parts for complete assembly
	Use of hand tools	• Demonstrate a satisfactory ability to use hand tools, for example guillotine, hacksaw, file, chisel, scribe, centre-punch and drill	• Demonstrate a basic ability to use hand tools, for example guillotine, hacksaw, file, chisel, scribe, centre-punch and drill
	Use of machine tools	• Demonstrate a satisfactory ability to use machine tools to carry out a range of tasks, for example drilling and countersinking	• Demonstrate a basic ability to use machine tools to carry out a range of tasks, for example drilling and countersinking
	Measure and check accuracy	• Demonstrate a satisfactory ability to use measuring equipment to check accuracy of individual and assembled parts • Demonstrate a satisfactory ability to make any necessary adjustments to correct errors	• Demonstrate a basic ability to use measuring equipment to check accuracy of individual and assembled parts • Demonstrate a basic ability to make any necessary adjustments to correct errors

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	**Task evaluation**	• Show evidence of an excellent evaluation for each practical assessment task	• Show evidence of a very good evaluation for each practical assessment task	• Show evidence of a good evaluation for each practical assessment task
	Final evaluation	• Produce excellent self-reflective statements about the learning process in this unit	• Produce very good self-reflective statements about the learning process in this unit	• Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	**Task evaluation**	• Show evidence of a satisfactory evaluation for each practical assessment task	• Show evidence of a basic evaluation for each practical assessment task
	Final evaluation	• Produce satisfactory self-reflective statements about the learning process in this unit	• Produce basic self-reflective statements about the learning process in this unit

UNIT 62

Manufacturing Techniques – Sheet Metal

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Drawings and marking out						
Cutting and preparation						
Assemble components						
Use of hand tools						
Use of machine tools						
Measure and check accuracy						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	☐	No	☐		
My Record completed	Yes	☐	No	☐		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

Sound Production

UNIT 63

This unit aims to take learners' personal interests in music and present them in an educational learning environment. Learners will have the opportunity to learn about the components of their favourite musical styles and artists, as well as presentational skills in modern DJing. They will have the opportunity to record their own work, mix their own music, or make compilations of their favourite music or artists. The skills in this unit will enable learners to understand how the music industry has become more accessible using digital technology. Learners should demonstrate a clear understanding of career opportunities available in sound production.

This unit includes:

- studying styles and characteristics of music used by the modern DJ;
- studying equipment used for sound production;
- completing a demo CD;
- a live DJ performance;
- consideration of health and safety issues in the sound production industry;
- consideration of environmental issues in the sound production industry;
- consideration of career opportunities in the sound production industry; and
- a review and evaluation of performance.

UNIT 63

Sound Production

Learning Outcomes

Section 1 Learning about Musical Styles

Learners should be able to:

- identify different styles of music;
- identify the different instruments involved in different musical styles;
- demonstrate an understanding of the different roles in musical groups, for example guitarist or drummer, and their importance to that musical genre;
- demonstrate an understanding of how the rhythm of a song can be linked to the lyrics, for example happy words with a lively rhythm or sad songs with a slow rhythm;
- describe three career opportunities in sound production; and
- evaluate their own performance in practical tasks.

Section 2 Learning to be a DJ

Learners should be able to:

- identify styles/structures of different DJs in Northern Ireland and analyse the content of their shows, for example dance or radio shows;
- understand which types of DJs different audiences prefer;
- identify the type of equipment a DJ would use during a live performance;
- understand health and safety issues, potential hazards and risk assessment, and safe working practices associated with either a live or pre-recorded DJ performance;
- demonstrate an awareness of environmental issues relating to working practices during a live production;
- produce evidence of preparation and planning for the performance;
- present their playlist/programme to a live audience by either a live performance or using pre-recorded material;
- obtain feedback on the performance from the target audience, for example questionnaires, question and answer sessions or interviews with fellow learners; and
- evaluate their own performance in practical tasks.

Learning Outcomes (cont.)

Section 3 Sound Production

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- identify the equipment and instruments used in the recording studio;
- produce evidence of preparation and planning of the sound product;
- demonstrate the skills of mixing audio in order to produce a demo CD;
- identify suitable venues for the playback of live and recorded products;
- demonstrate awareness of the methods for gaining constructive feedback from the target audience through questionnaires, question and answer sessions and interviews with fellow learners;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

UNIT 63

Sound Production

Assessment Guidance

Learners should work individually or in small teams to produce a music show of their own choice that can be played to an audience of friends, relatives, staff, or fellow learners in the school assembly hall, common room or canteen. Individually, the learners keep a personal diary of their roles in the production. This will give them the opportunity to act as DJs, develop their personal presentational skills, and enhance their self-confidence, as well as providing an opportunity for showcasing their talents. Learners' individual portfolios should contain their playlists and running order as well as a simple analysis of feedback from the audience.

Evidence of learning may be collected from well-planned practical assignments that provide the opportunity to produce and test the range of skills as described in the unit content, for example completion of a demo CD and practise performing.

Learners should have access to music and equipment, such as DJ decks, to perform a live music show. Learners could record their material and play this to a live audience. This practical unit encourages learners to combine their interest in music and their ability to work in teams. They could also have the opportunity to record their material and have it played as part of the performance.

Learners must be made aware of the environmental and health and safety issues involved in making a sound production. They should be encouraged to understand the health and safety issues regarding use of sound equipment, for example safe sound levels or the correct posture for lifting equipment.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- analyse individual DJ styles and explain preferences for different target audiences;
- prepare and plan a music show to be presented to peers, producing playlists and a running order;
- present the playlist to a live audience;
- obtain feedback from the audience;
- produce a demo CD;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

Performance Descriptors: Sound Production

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Health and safety, environment, and related careers**	• Demonstrate excellent understanding of safe working practices and potential hazards during recording and live performance • Demonstrate excellent understanding of the need to maintain recording and DJ performance areas to a high standard • Demonstrate excellent understanding of energy efficiency and waste reduction procedures in sound production • Provide an excellent description of three career opportunities available in sound production	• Demonstrate very good understanding of safe working practices and potential hazards during recording and live performance • Demonstrate very good understanding of the need to maintain recording and DJ performance areas to a high standard • Demonstrate very good understanding of energy efficiency and waste reduction procedures in sound production • Provide a very good description of three career opportunities available in sound production	• Demonstrate good understanding of safe working practices and potential hazards during recording and live performance • Demonstrate good understanding of the need to maintain recording and DJ performance areas to a high standard • Demonstrate good understanding of energy efficiency and waste reduction procedures in sound production • Provide a good description of three career opportunities available in sound production
	Materials and related skills and knowledge	• Demonstrate excellent understanding of the different roles in musical groups • Demonstrate excellent understanding of a range of musical styles and equipment used in sound production • Demonstrate excellent understanding of how the rhythm of a song can be linked to the lyrics	• Demonstrate very good understanding of the different roles in musical groups • Demonstrate very good understanding of a range of musical styles and equipment used in sound production • Demonstrate very good understanding of how the rhythm of a song can be linked to the lyrics	• Demonstrate good understanding of the different roles in musical groups • Demonstrate good understanding of a range of musical styles and equipment used in sound production • Demonstrate good understanding of how the rhythm of a song can be linked to the lyrics

Sound Production

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	**Health and safety, environment, and related careers**	• Demonstrate satisfactory understanding of safe working practices and potential hazards during recording and live performance • Demonstrate satisfactory understanding of the need to maintain recording and DJ performance areas to a high standard • Demonstrate satisfactory understanding of energy efficiency and waste reduction procedures in sound production • Provide a satisfactory description of three career opportunities available in sound production	• Demonstrate basic understanding of safe working practices and potential hazards during recording and live performance • Demonstrate basic understanding of the need to maintain recording and DJ performance areas to a high standard • Demonstrate basic understanding of energy efficiency and waste reduction procedures in sound production • Provide a basic description of three career opportunities available in sound production
	Materials and related skills and knowledge	• Demonstrate satisfactory understanding of the different roles in musical groups • Demonstrate satisfactory understanding of a range of musical styles and equipment used in sound production • Demonstrate satisfactory understanding of how the rhythm of a song can be linked to the lyrics	• Demonstrate basic understanding of the different roles in musical groups • Demonstrate basic understanding of a range of musical styles and equipment used in sound production • Demonstrate basic understanding of how the rhythm of a song can be linked to the lyrics

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO2	**Analysis of working DJs**	• Produce to an excellent standard research and analysis of individual DJ styles and identify target audiences' preferences	• Produce to a very good standard research and analysis of individual DJ styles and identify target audiences' preferences	• Produce to a good standard research and analysis of individual DJ styles and identify target audiences' preferences
	Preparation and planning	• Demonstrate evidence of excellent preparation and planning for performance	• Demonstrate evidence of very good preparation and planning for performance	• Demonstrate evidence of good preparation and planning for performance
	Use of DJ and recording equipment	• Demonstrate excellent use of DJ and recording equipment	• Demonstrate very good use of DJ and recording equipment	• Demonstrate good use of DJ and recording equipment
	Live performance	• Present a playlist or programme to a live audience in an excellent manner	• Present a playlist or programme to a live audience in a very good manner	• Present a playlist or programme to a live audience in a good manner
	Audience feedback	• Demonstrate excellent use of audience surveys and questionnaires to gain assessment feedback	• Demonstrate very good use of audience surveys and questionnaires to gain assessment feedback	• Demonstrate good use of audience surveys and questionnaires to gain assessment feedback
	Demo CD	• Produce a demo CD to an excellent standard	• Produce a demo CD to a very good standard	• Produce a demo CD to a good standard

Sound Production

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	**Analysis of working DJs**	• Produce to a satisfactory standard research and analysis of individual DJ styles and identify target audiences' preferences	• Produce to a basic standard research and analysis of individual DJ styles and identify target audiences' preferences
	Preparation and planning	• Demonstrate evidence of satisfactory preparation and planning for performance	• Demonstrate evidence of basic preparation and planning for performance
	Use of DJ and recording equipment	• Demonstrate satisfactory use of DJ and recording equipment	• Demonstrate basic use of DJ and recording equipment
	Live performance	• Present a playlist or programme to a live audience in a satisfactory manner	• Present a playlist or programme to a live audience in a basic manner
	Audience feedback	• Demonstrate satisfactory use of audience surveys and questionnaires to gain assessment feedback	• Demonstrate basic use of audience surveys and questionnaires to gain assessment feedback
	Demo CD	• Produce a demo CD to a satisfactory standard	• Produce a demo CD to a basic standard

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	**Task evaluation**	• Show evidence of an excellent evaluation for each practical assessment task	• Show evidence of a very good evaluation for each practical assessment task	• Show evidence of a good evaluation for each practical assessment task
	Final evaluation	• Produce excellent self-reflective statements about the learning process in this unit	• Produce very good self-reflective statements about the learning process in this unit	• Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	**Task evaluation**	• Show evidence of a satisfactory evaluation for each practical assessment task	• Show evidence of a basic evaluation for each practical assessment task
	Final evaluation	• Produce satisfactory self-reflective statements about the learning process in this unit	• Produce basic self-reflective statements about the learning process in this unit

UNIT 63

Sound Production

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Analysis of working DJs						
Preparation and planning						
Use of DJ and recording equipment						
Live performance						
Audience feedback						
Demo CD						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	☐	No	☐		
My Record completed	Yes	☐	No	☐		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.

TV and film Production

UNIT 64

This unit is about helping to gain a clear and practical hands-on experience of how to identify various types of film genres. This unit will help the learner to understand the various stages and processes which are required to make a short movie and screen it to an audience of friends and/or relations. It is also important that the learners have the opportunity to gain constructive feedback from the target audience. Learners will have the opportunity of taking their own interests in film and translating them into an actual movie. Given the flexibility of editing packages in relation to moving images, the learners will be able to experience the problems and progress associated with film making.

By focusing on moving image production techniques, the learners will be working in a media environment which is occupationally relevant to modern film making.

This unit includes:

- consideration of health and safety issues within the TV and film production industry;
- consideration of potential career opportunities within the TV and film production industry;
- the movie production process;
- editing and screening a movie;
- consideration of environmental issues within the TV and film production industry; and
- a review and evaluation of performance.

UNIT 64

TV and film Production

Learning Outcomes

Section 1 Preparing to Make Movies

Learners should be able to:

- understand the implications of the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area;
- identify health and safety issues when working with computers;
- understand energy efficiency and waste reduction when working with computers;
- follow accident procedures should an incident occur;
- describe three career opportunities within the TV and film industry;
- explain different genres associated with films;
- explain different plots associated with films; and
- evaluate their own performance in practical tasks.

Section 2 Making Movies

Learners should be able to:

- interpret a client brief;
- create a proposal for a film production;
- create a storyboard for a film production;
- identify roles and responsibilities for a film production;
- identify suitable locations for a film production;
- create a production schedule for a film production;
- produce a risk assessment report highlighting potential hazards in a film production;
- identify any potential environmental issues concerning a film production; and
- evaluate their own performance in practical tasks.

During the production process learners will be able to fully complete their film using the material from the preproduction.

Section 3 Editing and Screening Movies

During the postproduction process learners should be able to:

- use editing equipment to complete a film production;
- export final film for disc and the web;
- screen to a live audience and gain feedback;
- evaluate their own performance in practical tasks; and
- carry out an end-of-unit evaluation.

Assessment Guidance

Learners will be expected to interpret a client brief and are required to produce a short movie for screening to a live audience, for example peers or family.

Learners should have access to appropriate software and hardware, with internet access. Utilise all resources in all departments to add to the learning experience and assessment, for example digital cameras, flip cameras or minidisk audio recorders.

Learners must also be given the opportunity to explore job roles within this industry and a visiting speaker or visit to industry related area(s) should be considered. Likewise, learners should be aware of the health and safety issues involved when working in a production studio and using computer equipment.

Exemplar Assessment

Learners:

- answer questions to demonstrate knowledge and understanding requirements;
- interpret a client brief and create a proposal for a short film production;
- create a storyboard for the film production;
- present a production schedule for the film production;
- produce the final film and edit appropriately;
- export film to CD-ROM or DVD and for web;
- screen film to live audience;
- produce a questionnaire for feedback from audience;
- obtain feedback from audience;
- evaluate their own performance in the practical activity; and
- carry out an end-of-unit evaluation.

UNIT 64

TV and film Production

Performance Descriptors: TV and Film Production

A learner whose achievement falls below the criteria shown in the Basic Performance Descriptor will be awarded 0 marks.

AO1

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Health and safety, environment, and related careers**	• Demonstrate an excellent understanding of the potential health and safety hazards that can exist in the production studio	• Demonstrate a very good understanding of the potential health and safety hazards that can exist in the production studio	• Demonstrate a good understanding of the potential health and safety hazards that can exist in the production studio
		• Demonstrate an excellent understanding of the energy efficiency and waste reduction that can exist in the production studio	• Demonstrate a very good understanding of the energy efficiency and waste reduction that can exist in the production studio	• Demonstrate a good understanding of the energy efficiency and waste reduction that can exist in the production studio
		• Demonstrate an excellent understanding of employment opportunities related to the area of TV and film production	• Demonstrate a very good understanding of employment opportunities related to the area of TV and film production	• Demonstrate a good understanding of employment opportunities related to the area of TV and film production
	Materials and related skills and knowledge	• Demonstrate an excellent understanding of different genres and plots associated with films	• Demonstrate a very good understanding of different genres and plots associated with films	• Demonstrate a good understanding of different genres and plots associated with films

AO1

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO1	**Health and safety, environment, and related careers**	• Demonstrate a satisfactory understanding of the potential health and safety hazards that can exist in the production studio	• Demonstrate a basic understanding of the potential health and safety hazards that can exist in the production studio
		• Demonstrate a satisfactory understanding of the energy efficiency and waste reduction that can exist in the production studio	• Demonstrate a basic understanding of the energy efficiency and waste reduction that can exist in the production studio
		• Demonstrate a satisfactory understanding of employment opportunities related to the area of TV and film production	• Demonstrate a basic understanding of employment opportunities related to the area of TV and Film Production
	Materials and related skills and knowledge	• Demonstrate a satisfactory understanding of different genres and plots associated with films	• Demonstrate a basic understanding of different genres and plots associated with films

TV and film Production

AO2

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO1	**Interpret client brief**	• Interpret a client brief, showing an excellent ability to undertake the preproduction process	• Interpret a client brief, showing a very good ability to undertake the preproduction process	• Interpret a client brief, showing a good ability to undertake the preproduction process
	Storyboard	• Demonstrate the ability to create an excellent storyboard for a film production	• Demonstrate the ability to create a very good storyboard for a film production	• Demonstrate the ability to create a good storyboard for a film production
	Production schedule	• Create to an excellent standard a production schedule for a film production	• Create to a very good standard a production schedule for a film production	• Create to a good standard a production schedule for a film production
	Production process	• Show an excellent ability in completing their final film – based on the material from their preproduction	• Show a very good ability in completing their final film – based on the material from their preproduction	• Show a good ability in completing their final film – based on the material from their preproduction
	Postproduction process	• Ensure all video footage is edited to an excellent standard and exported for the web and DVD or CD-ROM	• Ensure all video footage is edited to a very good standard and exported for the web and DVD or CD-ROM	• Ensure all video footage is edited to a good standard and exported for the web and DVD or CD-ROM
	Live preview and feedback questionnaire	• Show evidence of an excellent ability to produce a questionnaire to gain feedback when they screen their film to live audience	• Show evidence of a very good ability to produce a questionnaire to gain feedback when they screen their film to a live audience	• Show evidence of a good ability to produce a questionnaire to gain feedback when they screen their film to a live audience

AO2

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO2	**Interpret client brief**	• Interpret a client brief, showing a satisfactory ability to undertake the preproduction process	• Interpret a client brief, showing a basic ability to undertake the preproduction process
	Storyboard	• Demonstrate the ability to create a satisfactory storyboard for a film production	• Demonstrate the ability to create a basic storyboard for a film production
	Production schedule	• Create to a satisfactory standard a production schedule for a film production	• Create to a basic standard a production schedule for a film production
	Production process	• Show a satisfactory ability in completing their final film – based on the material from their preproduction	• Show a basic ability in completing their final film – based on the material from their preproduction
	Postproduction process	• Ensure all video footage is edited to a satisfactory standard and exported for the web and DVD or CD-ROM	• Ensure all video footage is edited to a basic standard and exported for the web and DVD or CD-ROM
	Live preview and feedback questionnaire	• Show evidence of a satisfactory ability to produce a questionnaire to gain feedback when they screen their film to a live audience	• Show evidence of a basic ability to produce a questionnaire to gain feedback when they screen their film to a live audience

TV and film Production

AO3

	Assessment Criteria	Performance Descriptor Excellent 10–9	Performance Descriptor Very Good 8–7	Performance Descriptor Good 6–5
AO3	Task evaluation	• Show evidence of an excellent evaluation for each practical assessment task	• Show evidence of a very good evaluation for each practical assessment task	• Show evidence of a good evaluation for each practical assessment task
	Final evaluation	• Produce excellent self-reflective statements about the learning process in this unit	• Produce very good self-reflective statements about the learning process in this unit	• Produce good self-reflective statements about the learning process in this unit

AO3

	Assessment Criteria	Performance Descriptor Satisfactory 4–3	Performance Descriptor Basic 2–1
AO3	Task evaluation	• Show evidence of a satisfactory evaluation for each practical assessment task	• Show evidence of a basic evaluation for each practical assessment task
	Final evaluation	• Produce satisfactory self-reflective statements about the learning process in this unit	• Produce basic self-reflective statements about the learning process in this unit

Learner Unit Tracking Grid

Please record the total marks from all assessments for each learner outcome.

Learner Outcome	Excellent	Very Good	Good	Satisfactory	Basic	Unworthy of Credit
	10–9	8–7	6–5	4–3	2–1	0
AO1						
Health and safety, environment, and related careers						
Materials and related skills and knowledge						
AO2						
Interpret client brief						
Storyboard						
Production schedule						
Production process						
Postproduction process						
Live preview and feedback questionnaire						
AO3						
Task evaluation						
Final evaluation						
Total score per column						
Total score for unit (max 100)						
My Diary completed	Yes	☐	No	☐		
My Record completed	Yes	☐	No	☐		

The final award will be based on the combined scores of **two units**, as shown in Section 3.4 of the Specification.