

Cambridge Technicals (2012)

Level 2 / Level 3

Art and Design

05360 05362 05365

05367 05369 05372 05375 05378

Moderators' report 2019 series

About this Moderators' report

This report on the 2019 series assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future assessment/moderation

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of moderation**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

Further support from OCR

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

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Overview

From its inception in 2012 the Cambridge Technicals Art and Design Qualification has established itself as a popular choice within vocational education, with centres delivering the course year after year. It attracts educational establishments with widely different circumstances, resources and expertise as the flexibility of the course structure and total, internal assessment plan accommodates a broad range of candidates. The wide range and diversity of unit opportunities matched to a simple assessment grid continues to be a distinct advantage for centres. The same applies to the external moderation process which supports centres with consistent feedback and advice from face-to-face visits, twice yearly.

General comments

The majority of centres have achieved their targets with successful results across the qualification levels and grading range. High percentages of candidates at some centres are consistently gaining distinctions, as candidates become adept at producing portfolio evidence that is closely matched to the learning outcomes and the quality of outcomes are high. Most centres improve results each year as they become more familiar with course requirements. However, some centres could improve their candidates' opportunities by ensuring sufficient time is allocated to the completion of the final outcome, to the best possible standard. On the whole, centres are now fully addressing the assessment criteria at the developmental stages, but too much time devoted to research criteria at the beginning of a unit can adversely affect the time needed to produce quality outcomes. It is the competence and quality of the final outcome that achieves the higher grading awards.

Comments on individual units

The flexible unit structure is open to interpretation from a range of different centre circumstances. Larger centres, with wide ranging staff expertise and specialist resources are able to facilitate offering many units to maximise candidate choice and tailor options to individual strengths and preferences.

Popular units include Fine Art, Self Image, Photography and Graphics and some excellent portfolios have been submitted through these specialisms. Instances of delivering the mandatory unit through specialist areas have proved successful in Photography, Graphics, Textiles and other options. Successful integration of evidence derived from candidates specialised interests has also been noted - for example, using the evidence produced for fashion/textiles as the basis for a photographic fashion shoot covered the requirements for a photography unit and the client focused Units 12/13, developing and working to a brief, at Level 3.

When units are integrated it is essential that assessment is distinct, a Unit Record Sheet is completed for each unit and sufficiency is adequate. The units favoured at Level 3 are also selected at Level 2.

Self Image, Fine Art and Graphics feature across centres and some excellent submissions have been reviewed across the grading range. The evidence moderated for Graphics units varied from traditional, hand rendered interpretations to completely digital formats. The most successful have combined these techniques or relied wholly on a digital focus, reflecting the vocational context of the course.

Candidates responding to Unit 14 did not always demonstrate sufficient awareness and understanding of unit requirements. This unit focuses on the sale of artwork and the evidence

should reflect this, with the research of other artists' methods, an analysis of the different possibilities and the candidates chosen marketing strategy for the sale of their own work,

Primary source visits often enhance the development of units, especially those that focus on a client centred brief. Increasingly centres are including this element in their delivery and have engaged candidates' interests with visits to galleries, museums and commercial contexts, relevant to the set brief.

Sector update

The Cambridge Technicals 2012 Art and Design Suite of qualifications has been extended to 2024.

Note to Centres

Two key changes have occurred in relation to the Level 3 Technicals qualifications, both in relation to the examined units; firstly, an additional re-sit has been allowed, so candidates can have 2 further attempts at an examined unit if they wish to improve their result from the first attempt made. And secondly, a 'near pass' R grade has been introduced, which enables candidates who do not pass but achieve sufficient marks to gain some points for their examined unit outcome, which may mean that it is not necessary to re-sit the exam.

About OCR

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As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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