

	<ul style="list-style-type: none"> • Health and Safety. • Properties of Tools. • Properties of Materials. • Properties of Technical Joints. <p>Students will also spend time in the workshop creating a series of technical joints such as:</p> <ul style="list-style-type: none"> • Butt joints • Finger joints • Lap joints • Mitre joints <p>These technical joints will be used throughout the course and will be need for all practical work. These technical joints will be covered in theory and practical lessons.</p> <p>Once the above has been covered students will begin Unit 1: Exploring Craft and Enterprise Skills. This is one of 3 mandatory internal units, which will be delivered by the teacher. The following learning criteria's will be covered:</p> <p>1.1 Describe the properties of available materials for a craft item(s)</p> <p><i>Students will be expected to state what materials they are planning on using and why, in a written format.</i></p>			<p>and the surrounding world; use imagination and creativity; reflect.</p>	
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	<p>1.2 Select suitable materials and techniques and give reasons for choices.</p> <p><i>Students will demonstrate through written and practical tasks that they can identify suitable materials and techniques and justify their choices.</i></p> <p>1.3 Use appropriate tools and equipment for selected techniques.</p> <p><i>Students will demonstrate through written work and teacher feedback, which they can successfully select and use appropriate tools and techniques to ensure that the product has a high quality finish.</i></p>		<p>DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.</p>	<p>Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Unit 1</p>
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A U T U M N 2	<p>This half term continues on the themes highlighted above. Students will continue with unit 1. The following learning criteria's will be addressed:</p> <p>Unit 1: Exploring Craft and Enterprise Skills</p> <p>1.4 Develop technical skills in craft to make effective use of materials, techniques and resources</p> <p><i>Students will have worked on technical joints and will have a good understanding of materials and tools. Students will be expected to show how they've developed their skills to ensure that they are creating and justifying chosen joints. This will be done through written and practical work.</i></p> <p>1.5 Maintain a safe working environment by ensuring safe use of:</p> <ul style="list-style-type: none"> • Tools and equipment • Materials and resources • Learning environment • Safety equipment <p><i>Students will receive teacher feedback that states how they have maintained a safe working environment. Students will also demonstrate how they have achieved this in written and practical forms.</i></p>	<p><u>Level 2</u></p> <ul style="list-style-type: none"> • Distinction * Level (8) • Distinction Level (7) • Merit level (6) • Pass Level (5) <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Distinction * (4) • Distinction (3) • Merit (2) • Pass (1) 	<p>DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.</p>	<p>Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Unit 1</p>
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	<p>2.1 Identify an enterprising project opportunity</p> <p><i>Students will look at famous entrepreneurs, exploring the key skills that helped them become successful. Students will then look at opportunities within the market; and this will be presented in written format.</i></p> <p>2.2 Identify financial considerations for the production of the craft item</p> <p><i>Students will learn how to create a costed project plan taking into consideration internal and external factors. This will be done in written form.</i></p> <p>2.3 Identify ways in which to market the product</p> <p><i>Students will look at multiple different ways of marketing their product. They will then select ways in which to market their product demonstrating that they are aware of the strengths and weakness of each process. This will be presented in written format.</i></p> <p>3.1 Identify their own enterprising skills</p> <p><i>Students have looked at famous entrepreneurs and seen what skills they need to be successful. They will state what their own enterprising skills are, and will</i></p>				
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	<p><i>also state what skills need developing. This will be presented in written format.</i></p> <p>3.2 Describe how their enterprising skills relate to their future career planning</p> <p><i>Students would have identified enterprising skills and will relate this to their own skills, highlighting their strengths and weaknesses. They will then go on to state how enterprising skills will affect their career aspirations, and state how the skills they have developed will allow them to fulfil their potential.</i></p>				
<p>S P R I N G 1</p>	<p>Students will start Unit 2 in the Spring term. They will also receive time to revisit Unit 1 after a draft copy has been submitted.</p> <p>The following learning criteria will be addressed.</p> <p>Unit 02 Research and develop design ideas for craft items (K/505/2774)</p> <p>Learners will draw ideas from a range of sources to explore possible ways forward and will develop them creatively to achieve their intended outcome(s). Learners will record significant points of development in their craft work and will reflect on what they have done, making appropriate modifications in response to circumstances and feedback from Teachers and peers. Learners will follow health and safety</p>	<p><u>Level 2</u></p> <ul style="list-style-type: none"> • Distinction * Level (8) • Distinction Level (7) • Merit level (6) • Pass Level (5) <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Distinction * (4) • Distinction (3) • Merit (2) • Pass (1) 	<p>DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.</p>	<p>Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand</p>	<p>Unit 2</p>

S P R I N G 2	<p>procedures when developing and adapting ideas.</p> <p>Guided learning hours: 30 Level: 2 This unit is mandatory This unit is internally assessed</p> <p>1.1 Research ideas using a range of sources</p> <p><i>Students will be expected use a range of primary and secondary data, this will need to include 3 different source i.e. internet, books and Carisbrooke College. This will be done in written form.</i></p> <p>1.2 Use a range of 2D and 3D media to explore craft ideas</p> <p><i>Students will be taught a range of different drawing techniques but with an emphasis on 3d isometric drawings. This will be done by drawings on and off of the computer.</i></p> <p>Students will begin to create wooden storage boxes in practical lessons. Student will have covered a range of different technical joints and will select whatever technical joint they feel is suitable for storage box. Student will be expected to demonstrate excellent health and safety considerations and show a greater understanding of tool and material selection.</p>			<p>consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	
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<p>Students will continue their on Unit 2. Students will be working at learning criteria's:</p> <p>1.3 Select preferred idea(s) giving reasons for choice</p> <p><i>Students will have looked at a range of different storage items, within this section they will collate and give reasons to idea(s) that they like, justifying their results. This will be presented in written format.</i></p> <p>1.4 Communicate ideas to others</p> <p><i>Students will show visually and verbally to others within the classroom the chosen product that they plan to make, giving others reasoning behind their findings. This will be done verbally and in written format.</i></p> <p>1.6 Respond to feedback from others</p> <p><i>Students will respond to their peers on their chosen product, stating any modifications or developments. Students will be asked to record this information in an appropriate manner.</i></p> <p>Students will complete wooden storage boxes in practical lessons</p>	<p><u>Level 2</u></p> <ul style="list-style-type: none"> • Distinction * Level (8) • Distinction Level (7) • Merit level (6) • Pass Level (5) <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Distinction * (4) • Distinction (3) • Merit (2) • Pass (1) 	<p>DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.</p>	<p>Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Unit 2</p>
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<p>S U M M E R 1</p>	<p>Unit 04 Produce final craft work (T/505/2776) In this unit learners will prepare and produce final craft item(s) following health and safety procedures. Learners will demonstrate a level of skill when using materials and techniques and will set and adhere to their own targets for production. Learners will evaluate what they have learnt through the whole craft process and how their final item(s) portrays their original ideas and intentions. Learners will reflect on their own technical skills. Guided learning hours: 30 Level: 2 This unit is mandatory This unit is internally assessed</p> <p>2.3 Display craft work in an appropriate way or setting <i>Students will have completed their final product. They will need to display this in an appropriate manner and gather evidence of their product. I.e. photographic evidence.</i></p> <p>3.1 Evaluate the creative and craft making process <i>Students will evaluate their craft making process reviewing: strengths, weakness, modifications, cost, materials, technical joints, tools, recycled materials, what went well, what didn't go well and what they can create next with the skills they've learnt. This will be done in written format.</i></p>	<p>Level 2</p> <ul style="list-style-type: none"> • Distinction * Level (8) • Distinction Level (7) • Merit level (6) • Pass Level (5) <p>Level 1</p> <ul style="list-style-type: none"> • Distinction * (4) • Distinction (3) • Merit (2) • Pass (1) 	<p>DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.</p> <p>DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group</p>	<p>Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Unit 4</p>
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S U M M E R 2	<p>3.2 Identify opportunities for improvements or further development</p> <p><i>Students will create an action plan table stating any problems that occurred when building their product. This will then highlight areas for improvements, and students will also state how they rectified the issue/s. This will be done in written format.</i></p> <p>Students will have this time to work on drafts, ready for submission of all units.</p> <p>Their attention will be turned to Unit 03 (external unit) and revision will begin. Unlike the other 3 units this unit is external with NCFE marking the students' work.</p> <p>Students will create fighter jet in practical lessons to work on attention to detail.</p>		discussions, always full sentences, independent research, differentiation.		
NEX T ACA DE MIC YEA R	NEXT ACADEMIC YEAR	NEXT ACADEMIC YEAR			NEXT ACADEMIC YEAR

TERM	TOPIC	LEVEL/GRADING			ASSESSMENTS
AUTUMN 1	<p>Unit 03 Respond to a craft brief (M/505/2775) In this unit, learners will use the information from a range of sources they research to inform their ideas in response to a given design brief. Learners will use visual techniques to present their final idea together with a costed project plan.</p> <p>Guided learning hours: 30 Level: 2 This unit is mandatory This unit is externally assessed</p> <p>Before students will work through Unit 3 trial exam, they will complete their final revision on the following areas:</p> <ul style="list-style-type: none"> • Health and safety. • Properties Tools. • Properties of Materials. • Properties of Technical joints. • Project plan with cost analysis • Process of build <p>Students will undertake trial exams during lessons, with emphasis on how to create technical joints. The teacher will deliver this.</p>	<p>Level 2</p> <ul style="list-style-type: none"> • Distinction * Level (8) • Distinction Level (7) • Merit level (6) • Pass Level (5) <p>Level 1</p> <ul style="list-style-type: none"> • Distinction * (4) • Distinction (3) • Merit (2) • Pass (1) 	DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.	Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and	Unit 3

	Students will then start Unit 3 . Fifteen hours preparation to take place during lesson time (12 lessons)			creativity; reflect.	
A U T U M N 2	<p>Once Students have completed 15 hours preparation for the final exam, students will undertake tasks 3,4,5,6. This will be done in 15 hours, which consist of 5 days 3 hours at a time.</p> <p>Students will construct a spice rack when Unit 3 is completed. They will create this to demonstrate that they can follow a structured building/process of make sheet.</p>	<p><u>Level 2</u></p> <ul style="list-style-type: none"> • Distinction * Level (8) • Distinction Level (7) • Merit level (6) • Pass Level (5) <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Distinction * (4) • Distinction (3) • Merit (2) • Pass (1) 	DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.	Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and	Unit 3

				creativity; reflect.	
S P R I N G	<p>Students will re-visit their unit work to ensure all work is completed and improved if necessary.</p> <p>This time will also be used for any students that have to retake their Unit 3 exam.</p> <p>Students will construct a mitre square in practical lessons. This project is planned to see if students can demonstrate high attention to detail and to create a tool that can be used for future tasks.</p> <p>If students have achieved all of this, they will create a project on the principle of everything they have learnt demonstrating all of the different techniques they have learnt.</p>	<p><u>Level 2</u></p> <ul style="list-style-type: none"> • Distinction * Level (8) • Distinction Level (7) • Merit level (6) • Pass Level (5) <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Distinction * (4) • Distinction (3) • Merit (2) • Pass (1) 	DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.	Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and	None if Unit 3 is passed.

				creativity; reflect.	
S P R I N G 2	<p>Lessons will be disrupted due to examinations. Students will continue their work on mitre squares.</p> <p>Students that are yet to complete Unit 3 will have completed and will re-join group in partial lessons.</p> <p>If students have achieved all of this, they will create a project on the principle of everything they have learnt demonstrating all of the different techniques they have learnt.</p>	<p><u>Level 2</u></p> <ul style="list-style-type: none"> • Distinction * Level (8) • Distinction Level (7) • Merit level (6) • Pass Level (5) <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Distinction * (4) • Distinction (3) • Merit (2) • Pass (1) 	DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.	Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and	No assessment need as student have finished course

				creativity; reflect.	
S U M M E R 1	Students will plan and construct their final project before finishing school. This project will allow students to decide what to create for their final practical project before leaving school. This project is seen as a reward/celebration of students completing the course. This is also another opportunity for students to compare and contrast previous products to see where progression and development has been made.	<p><u>Level 2</u></p> <ul style="list-style-type: none"> • Distinction * Level (8) • Distinction Level (7) • Merit level (6) • Pass Level (5) <p><u>Level 1</u></p> <ul style="list-style-type: none"> • Distinction * (4) • Distinction (3) • Merit (2) • Pass (1) 	DIRT, oracy by using Questioning, responding to marking, Portfolio work, spelling, literacy, report writing, research Homework, Reading, speaking, debates, key words, group discussions, always full sentences, independent research, differentiation.	Health and Safety, equality, environment, sustainability, British Values, awareness of others, conduct, communication skills, leadership skills, listening skills, punctual, values, democracy, respect and tolerance, local community, social networking, Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, Explore beliefs and experience, respect faiths, feelings, values, enjoy learning about oneself, others and the surrounding world; use imagination and	No assessment need as student have finished course

				creativity; reflect.	
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Grading descriptor (Level 2)	New level grading descriptor	
Yet Achieved		The learner will not have met all the assessment criteria and will not have enough work or evidence of progress available to allow a valid judgement to be made.
Pass	Level (5)	To achieve a Pass grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit. The learner will make some effort to apply knowledge, and will have a basic understanding of key concepts but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials but there may be some minor errors or one major error in application. The learner's evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure. The learner will have shown that they can complete the tasks to the minimum standard.
Merit	Level (6)	To achieve a Merit grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a good standard. The learner will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. The learner's evidence will show planning, organisation and investigatory skills in a clear and logical way. The learner will have been able to complete the tasks in a manner exceeding the minimum standard.
Distinction	Level (7)	To achieve a Distinction grade the learner will be able to meet all the requirements as set out in the assessment criteria for each unit to a high standard. The learner will typically demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. The learner will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. The learner's evidence will make cross-curricular connections showing planning, organisation and investigatory skills in a well-structured and thorough way. The learner will have shown a high degree of motivation, ability and commitment and will have been able to complete the tasks effectively in a manner far exceeding the minimum standard.

Distinction*	Level (8)	The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.
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The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

Unit grades				Final qualification grade
P	P	P	P	P
M	M	M	M	M
D	D	D	D	D*
P	P	P	M	P
P	P	P	D	P
P	M	M	M	M
M	M	M	D	M
P	D	D	D	D
M	D	D	D	D
P	P	M	M	M
P	P	D	D	M
M	M	D	D	D
P	P	M	D	M
P	M	M	D	M
P	M	D	D	M

Level 2 V Certs

Level 2 Performance points available	2016	2017	2018
Pass	5	4	4
Merit	6	5.5	5.5
Distinction	7	7	7
Distinction *	8	8.5	8.5

Carisbrooke College Assessment Overview Wood operations

Faculty: STEM (Technology)

Subject: (NCFE level 2 Certificate in Creative Studies: craft (601/0043/6)) Wood Operations

Remember, a + is working beyond, a whole number is secure and a – is working towards.

Carisbrooke College Assessment Overview						
Score	Assessment Objective					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Detail	Detail	Detail	Detail	Detail	Detail

8	Students will need to secure all distinctions level (7) to achieve level (8)	Students will need to secure all distinctions level (7) to achieve level (8)	Students will need to secure all distinctions level (7) to achieve level (8)	Students will need to secure all distinctions level (7) to achieve level (8)	Students will need to secure all distinctions level (7) to achieve level (8)	Students will need to secure all distinctions level (7) to achieve level (8)
7	Candidates will have experimented with materials and techniques and have demonstrated a critical judgement	Candidates have used appropriate tools skilfully for selected test joint	Candidates show originality and perception in the choice of ideas	Candidates communicate fluently using visual aid	Evaluation will be perceptive and will show critical judgements and sophisticated reasoning	Candidates will identify creative and perceptive opportunities for improvement or further development
6	Candidates have experimented with materials and techniques and justified their reasons	Candidates have used appropriate tools and equipment for selected technique confidently	Candidates justify reasons for choice of preferred idea	Candidates review the feedback and justify their choice	Candidates will show a critical understanding in their evaluation outlining strengths and weakness	Candidates will identify detailed opportunities for improvements or further development
5	Candidates have selected appropriate materials with limited reasons	Candidate has used appropriate tools and equipment for selected techniques	Candidates select preferred idea (S) giving reasons for choice	Candidates effectively communicate ideas to others.	Candidates evaluate the creative and craft making process	Candidates will identify opportunities for improvements or further developments
4	NOT AVAILABLE FOR LEVEL 2	NOT AVAILABLE FOR LEVEL 2	NOT AVAILABLE FOR LEVEL 2	NOT AVAILABLE FOR LEVEL 2	NOT AVAILABLE FOR LEVEL 2	NOT AVAILABLE FOR LEVEL 2

3	NOT AVAILABLE FOR LEVEL 2					
2	NOT AVAILABLE FOR LEVEL 2					
1	NOT AVAILABLE FOR LEVEL 2					