



*Rewarding Learning*

**General Certificate of Secondary Education  
2025**

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**Contemporary Crafts**

Component 2

Working to a Brief

**[G0942]**

**JANUARY 2025**

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**GENERAL  
MARKING  
INSTRUCTIONS**

## **General Marking Instructions**

### ***Introduction***

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

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

### ***Assessment Objectives***

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

Candidates must:

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

### ***Quality of candidates' responses***

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

### ***Flexibility in marking***

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

### ***Positive marking***

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

### ***Awarding zero marks***

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

### **Mark bands**

In deciding which mark band to award, teachers should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular mark band to award, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers.

- *Threshold performance*: Response which just merits inclusion in the mark band and should be awarded a mark at or near the bottom of the range.
- *Intermediate performance*: Response which clearly merits inclusion in the mark and should be awarded a mark at or near the middle of the range.
- *High performance*: Response which fully satisfies the mark band description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

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

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

Mark band 1: Quality of written communication is basic.

Mark band 2: Quality of written communication is satisfactory.

Mark band 3: Quality of written communication is good.

Mark band 4: Quality of written communication is excellent.

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

**Mark band 1 (Basic):** The candidate makes only a limited attempt to select and use an appropriate form and style of writing. Their organisation of the material may lack clarity and coherence. They make little use of specialist vocabulary. Their presentation, spelling, punctuation and grammar may be such that the intended meaning is not clear.

**Mark band 2 (Satisfactory):** The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. They organise the relevant material with some clarity and coherence. They make some use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are sufficiently competent to make the meaning evident.

**Mark band 3 (Good):** The candidate successfully selects and uses a good form and style of writing. They organise the relevant material with clarity and coherence. They make good use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are of a good standard and ensure that the meaning is clear.

**Mark band 4 (Excellent):** The candidate successfully selects and uses the most appropriate form and style of writing. They organise the relevant material extremely well, with the highest degree of clarity and coherence. They make extensive and accurate use of appropriate specialist vocabulary. Their presentation, spelling, punctuation and grammar are of the highest standard and ensure that the meaning is absolutely clear.

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

Overall total for Component 2: 60 marks

Preparatory work (including project plan), final outcome and written evaluation are assessed together using one assessment matrix. The level descriptors for each assessment objective should be considered against the entire body of work presented and applied as relevant. Quality of written communication is assessed in the written evaluation.

Marks for the project plan are awarded under AO2.

Marks for written evaluation are awarded under AO3.

Although the final outcome is considered largely under AO3, the following criteria should also be considered when awarding marks for outcome:

AO1, relationship between relevant processes and product, and AO2, making skills and manipulation of materials.

[0] is awarded for work not worthy of credit.

See Section 6 of the specification for further guidance on the application of the assessment criteria and mark bands.

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

Working to a brief	AO1 Demonstrate knowledge and understanding of the properties and characteristics of materials, associated making techniques and processes, and the variety of contexts for professional practice.	AO2 Apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s).	AO3 Evidence the ability to resolve learning through developmental work and in the production of final outcome(s)
<b>Excellent</b> 16–20	<p>A fully developed understanding of the relationship between relevant processes and product (development and outcome);</p> <p>Thorough understanding and application of relevant health and safety practices and procedures;</p> <p>High level understanding of contexts for professional practice including the work of other practitioners;</p> <p>Excellent understanding and use of subject specific vocabulary.</p>	<p>A comprehensive project plan;</p> <p>An innovative and/or extensive range of relevant research, sketches, plans, working drawings and maquettes;</p> <p>Excellent making skills and manipulation of materials techniques and processes (development and outcome);</p> <p>Excellent ability to review, make decisions, explore problems and find solutions.</p>	<p>Development and outcome are fully relevant to the requirements of the brief;</p> <p>Accomplished outcome, demonstrating full consideration of function, consumer, audience, or purpose;</p> <p>Evidence of creativity, ambition and/or originality in the exploration of materials, techniques and processes;</p> <p>Excellent evaluation and quality of written communication.</p>
<b>Good</b> 11–15	<p>A clear understanding of the relationship between relevant processes and product (development and outcome);</p> <p>Good awareness and application of health and safety practices and procedures;</p> <p>Good awareness of contexts for professional practice including the work of other practitioners;</p> <p>Appropriate use of subject specific vocabulary.</p>	<p>An effective project plan;</p> <p>A component but predictable range of relevant research, sketches, plans, working drawings and maquettes;</p> <p>Competent making skills and good manipulation of materials, techniques and processes (development and outcome);</p> <p>Clear ability to review, make decisions, explore problems and find solutions.</p>	<p>Development and outcome make relevant connections to the requirements of the brief;</p> <p>Effective and appropriate outcome demonstrating awareness of function, consumer, audience, or purpose;</p> <p>Evidence of competence and understanding in the exploration of materials, techniques and processes;</p> <p>Good evaluation and quality of written communication.</p>

<b>Working to a brief</b>	<b>AO1</b> Demonstrate knowledge and understanding of the properties and characteristics of materials, associated making techniques and processes, and the variety of contexts for professional practice.	<b>AO2</b> Apply skills, knowledge and understanding of materials, techniques and processes in developmental work and outcome(s).	<b>AO3</b> Evidence the ability to resolve learning through developmental work and in the production of final outcome(s)
<b>Satisfactory 6–10</b>	Some understanding of the relationship between relevant processes and product (development and outcome); Some awareness or application of health and safety practices and procedures; Some awareness of contexts for professional practice and/or the work of practitioners; Some use of subject specific vocabulary.	A satisfactory project plan; Some relevant research, sketches, plans, working drawings and maquettes; Satisfactory making skills and sometimes adequate manipulation of materials, techniques and processes (development and outcome); Some ability to review, make decisions, explore problems and find solutions.	Development and outcome make some connections to the requirements of the brief; Satisfactory outcome demonstrating basic awareness of function, consumer, audience, or purpose; Evidence of basic exploration of materials, techniques and processes; A mainly descriptive evaluation with satisfactory quality of written communication.
<b>Basic 1–5</b>	Little understanding of the relationship between relevant processes and product (development and outcome); Limited awareness or application of health and safety practices and procedures; Limited awareness of contexts for professional practice; Limited or no use of subject specific vocabulary.	Project plan is basic or incomplete; An insufficient range of relevant research, sketches, plans, working drawings and maquettes; Basic making skills and limited manipulation of materials, techniques and processes (development and outcome); Limited or no ability to review, make decisions, explore problems and find solutions.	Development and outcome make superficial connections to the requirements of the brief; Inadequate outcome demonstrating limited awareness of function, consumer, evidence, or purpose; Limited evidence of exploration of materials, techniques and processes; Basic evaluation with basic quality of written communication.
<b>0</b>	No rewardable work (Out of 20)	No rewardable work	No rewardable work (Out of 20)
<b>Mark Awarded</b>			
<b>Total mark for Unit 2 (out of 60)</b>			