

**Performance Descriptions for  
Foundation, Advanced and Higher  
Principal Learning Qualifications in  
Creative and Media**

**WITHDRAWN**

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## **Phase 1 Lines of Learning**

Performance descriptions are statements that describe typical performance of candidates at the top and bottom of an acceptable range. They relate to whole principal learning qualifications rather than specific units.

Their purpose is to:

- help awarding organisations in designing mark band statements that reflect agreed standards, thus helping to ensure parity across awarding organisations;
- help awarding organisations in designing principal learning qualifications that are pitched at the right level; and
- contribute towards contextualising the Qualifications and Credit Framework (QCF) level descriptions for specific lines of learning.

The performance descriptions describe two levels of performance.

### **Pass**

At the bottom of the acceptable range, this is the minimum level of performance for a learner to pass a principal learning qualification.

### **Top**

At the top of the acceptable range, this is what can reasonably be expected of a high attaining learner who has followed an appropriate course.

Performance descriptions are not competency definitions and need to have sufficient latitude to allow for 'best fit' marking grids to be written.

Performance descriptions have been written by awarding organisations and Diploma Development Partnerships against the relevant lines of learning criteria.

Performance descriptions are not intended to summarise the content of line of learning topics. Awarding organisations are required to ensure that full topic content is accurately reflected in specifications.

Specifications are issued as they stand so that awarding organisations can begin using them as soon as possible to develop their principal learning qualifications.

*Please note: the numerical references used for performance descriptions do not bear any relationship to those used for Line of Learning Criteria or those which may be used in subsequent qualifications*

## **Level 1 Grade B**

### **Candidates characteristically:**

- demonstrate basic knowledge from some areas of the specification.
- demonstrate a basic understanding of some creative principles through simple practical application in routine contexts and tasks.
- identify a context in which creativity takes place.
- recognise that there are processes and practices involved in the creation of products and performance.
- use basic skills, techniques, materials and equipment to plan and produce a simple outcome.
- recognise some aspects of working in the creative and media sectors.
- use basic research skills to explore, to generate and communicate some straightforward ideas
- require support and guidance to carry out straightforward tasks and procedures.

## **Level 1 Grade A\***

### **Candidates characteristically:**

- demonstrate basic knowledge from most areas of the specification with some accuracy.
- demonstrate basic understanding of creative principles through practical application in routine contexts and tasks.
- demonstrate some awareness of contexts in which creativity takes place.
- recognise and use some processes and practices in the creation of products and performances.

- use appropriate techniques, materials and equipment to create a product for a defined purpose.
- recognise different aspects of working in the creative and media sectors.
- use basic research skills to explore, generate, review, and communicate ideas relevant to the task.
- show some independence in carrying out straightforward tasks and procedures.

## **Level 2 Grade C**

### **Candidates characteristically:**

- select and use knowledge from some areas of the specification.
- demonstrate understanding of some creative principles through practical application in routine contexts and tasks.
- demonstrate awareness of contexts in which creativity takes place.
- demonstrate an awareness of some principles and practices that underpin the production process.
- demonstrate practical skills appropriately using a range of techniques, materials and equipment to create a product for a specific purpose.
- demonstrate an awareness of the realities of working in the creative and media sectors.
- use research skills and work appropriately to generate, think about and communicate ideas.
- show some independence in carrying out straightforward tasks and procedures.

## **Level 2 Grade A\***

### **Candidates characteristically:**

- select and use detailed knowledge accurately from most areas of the specification.
- demonstrate perceptive understanding of creative principles through practical application in routine and non routine contexts and tasks.
- demonstrate understanding and appreciation of the variety of contexts in which creativity takes place, making perceptive and informed connections.
- apply consistently the principles and practices that underpin the production process.
- use a broad range of techniques, materials and equipment proficiently and confidently to create a product for a specific purpose, demonstrating imaginative use of resources.
- demonstrate appreciation of the realities of working in the creative and media sectors.
- consistently show imagination in the research, development, review, adaptation and communication of ideas.
- show independence in carrying out a range of tasks and procedures and seeks support and guidance where needed.

## **Level 3 Grade E**

### **Candidates characteristically:**

- apply detailed knowledge with some accuracy for most areas of the specification.
- apply some theoretical understanding in routine and non-routine creative situations offering a critical perspective and showing some ability to synthesize ideas.
- demonstrate a clear understanding of a range of contexts in which creativity takes place.
- apply understanding of the principles, practices and constraints that underpin the production process.
- use appropriate specialist techniques, materials and equipment to create a product that is fit for a specific purpose, demonstrating an effective use of resources.
- demonstrate an understanding of the realities of working in a professional and changing environment and demonstrate a range of transferable and commercial skills.
- demonstrate some inventiveness and flexibility in the research, development, appraisal and refinement of ideas, obtaining some feedback and evaluating experiences and learning.
- are able to take a proactive approach to seeking guidance, requiring little or no supervision to carry on and complete straightforward tasks and problems.

## **Level 3 Grade A\***

### **Candidates characteristically:**

- apply detailed knowledge relevantly and accurately for most areas of the specification.
- apply theoretical understanding in a variety of creative situations offering a critical appraisal and synthesizing diverse ideas.
- show sophistication in the consideration of a broad range of contexts in which a high level of creativity takes place.
- demonstrate a thorough understanding of how to integrate the principles, practices and constraints that underpin the production process.
- use appropriate specialist techniques, materials and equipment in a confident and imaginative way to a consistently high standard creating a product that is fit for a specific purpose.
- demonstrate a thorough understanding of the realities of working in a professional and changing environment, from a personal perspective.
- comprehensively and imaginatively research, develop, appraise and refine creative ideas, obtaining feedback and evaluating experiences and learning.
- independently complete complex tasks and problems to a high standard taking, when needed, a proactive approach to seeking support and guidance.

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Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation	
Spring Place	2nd Floor
Coventry Business Park	Glendinning House
Herald Avenue	6 Murray Street
Coventry CV5 6UB	Belfast BT1 6DN

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346