

CCEA Entry Level in Occupational Studies
(March Series) 2018

Principal Moderator's Report

occupational
studies

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Qualification in Occupational Studies for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at www.ccea.org.uk.

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ENTRY LEVEL OCCUPATIONAL STUDIES

Principal Moderator's Report

Introduction

As Principal Moderator for Occupational Studies (Entry Level), I am fully aware and appreciative of the dedication of our teachers and lecturers who do their best to ensure that candidates achieve optimum results. I realise that without this dedication results could be very different and I would like to thank you all for your hard work and co-operation. We have 51 units for Entry Level, and this year 36 units were moderated including Bench Joinery, Catering, Construction, Creative Crafts, Drama, Digital Imaging, Hair care, Horticulture, Hospitality, ICT, Music, Office Procedures and Total Beauty. The most popular units this year were in the Horticulture category and it was pleasing to see an increase in numbers in Technology and Design. Total entries were 779, a slight reduction on last year.

Reports to Centres

The TAC6 report provides detailed feedback on each unit submitted for moderation under the headings of AO1, AO2 and AO3. Heads of Department are strongly advised to read these alongside other members in their department as they will provide constructive feedback and identify any areas of concern.

Structure of Candidates' Portfolios

Centres need to fully comply with the new specification under AO1, AO2 and AO3. Centres must present each unit for moderation in a separate folder. This folder must contain an AO1, AO2 and AO3. It is essential that a separate AO1 section is completed for each unit. There is no need for daily or weekly diaries.

- AO1** This section should include evidence of Health and Safety, Careers, the Environment and Materials and related skills knowledge. It is very important that an AO1 is submitted for each unit studied and these should be varied.
- AO2** This section should show evidence for all six areas of the Assessment Criteria. There was a lot of good photographic evidence but in some centres the annotation was limited. Annotation is particularly important to confirm authenticity.
- AO3** This section allows candidates the opportunity to review their work which is very important. Some centres did not complete a task review for each area completed in AO2. All six areas of the Assessment Criteria for each unit must be covered. Candidates also need to include an overall final review demonstrating how they have performed in their unit. This should also include a review of the AO1. It was good to see an increase in the use of emojis with relevant comments.

Internal Moderation/Verification

To ensure consistency in assessment within centres, internal standardisation is essential. This may result in a need to adjust the marking of individual teachers/lecturers to bring their assessments into line with those of the other teachers/lecturers in the unit or units. Centres should complete a Declaration of Internal Standardisation.

Individual Unit Area Report

Bench Joinery

Unit 1: Making a Pot Stand

Unit 2: Making a Shelving Unit

Unit 3: Making a Storage Unit

I am delighted to say that once again Bench Joinery proved to be one of the most popular thematic areas within Entry Level Qualifications (ELQ) Occupational Studies. Almost all portfolios were well structured, including a clear marking frame which was well annotated.

- AO1** All outcomes were comprehensively covered and well-marked in most centres. Many centres made use of the support materials that were available on the CCEA website and tailored them to suit their individual learner needs. It is essential that a separate AO1 section is completed for each unit. The standard of assessment evidence presented by candidates was comparable with the standards set out in the specification.
- AO2** It was particularly pleasing to see that most centres included a good range of photographic evidence which was well annotated. The assessment tasks of the Pot Stand, Shelving Unit and Storage Unit were appropriate in their degree of complexity to fully comply with the specification. Unfortunately, the centres who did not produce the photographic evidence to support their practical tasks had their marks adjusted.
- AO3** Good opportunities were provided for most centres to complete the review in line with the requirements of this qualification. Some centres used an innovative approach by using graphics depicting a graduated range of smiley or sad faces. Entry Level 1 students could point to or circle an appropriate review, whereas Entry Level 3 students can provide a simple written review. It is essential that all centres produce evidence for task and final reviews.

Catering

Unit 4: Baking Skills

Unit 5: Contemporary Cuisine

Unit 6: Cake Decorating

I am pleased to say that Catering continued to be a popular thematic area within the ELQ for Occupational Studies. Most portfolios were well structured, including a clear marking frame which was well annotated.

- AO1** All outcomes were comprehensively covered and well marked in most centres. It was pleasing to see the innovative use of graphic evidence which allowed the weaker learners to demonstrate their ability. Portfolios were well evidenced with differentiated worksheets to suit all levels.
- AO2** The range of catering skills displayed by candidates was well captured through photographic and video evidence which greatly enhanced the portfolios. The cake decorating unit allowed candidates to display artistic flare.
- AO3** Good opportunities were provided for most centres to complete reviews in line with the requirements of this qualification. It is essential that all centres produce evidence for task and final reviews.

Construction

Unit 7: Brickwork

Unit 8: Painting and Decorating (no entries this series)

Unit 9: Plumbing (no entries this series)

Most of the portfolios for the brickwork unit were well structured. Each portfolio must include a clear marking frame which should be well annotated by the teacher/lecturer.

It is essential that all centres produce evidence for task and final reviews.

- AO1** Most outcomes were comprehensively covered and realistically marked in most centres. Most centres made use of the support materials that were available on the CCEA website and tailored it to suit their individual learner needs. It is essential that a separate AO1 section is completed for each unit. The standard of assessment evidence presented by candidates was comparable with the standards set out in the specification.
- AO2** It was pleasing to see that most centres constructed a return corner which was in line with the specification. Centres supported the practical project with photographic evidence.
- AO3** Good opportunities were provided for most centres to complete reviews in line with the requirements of this qualification. Most centres used graphics depicting a graduated range of smiley or sad faces for their reviews. This method was appropriate.

Creative Crafts

Unit 10: Card Making

Unit 11: Making a Gift

Unit 12: Making a Decoration

I am pleased to say that Creative Crafts proved to be a thematic area which generated much interest. Most portfolios were well structured, including a clear marking frame which was well annotated.

- AO1** All outcomes were comprehensively covered and well marked in most centres.
- AO2** It was particularly pleasing to see the projects chosen were pitched at a level appropriate to the candidate's ability. A wide range of different skills were displayed within this thematic area, in particular within Unit 11 - Making a Gift.
- AO3** Good opportunities were provided for most centres to complete the review in line with the requirements of this qualification. It is essential that all centres produce evidence for task and final reviews.

Drama

Unit 13: Developing a Character

Unit 14: Group Performance

Unit 15: Stage Management (no entries)

This thematic area has shown a good standard of work. Most portfolios were well organised and evidenced and were accompanied by useful teacher witness statements. Some centres should consider using more photographic or video evidence when entering their next set of candidates.

- AO1** All outcomes were clearly referenced and evidenced.
- AO2** Evidence for AO2 was mostly through teacher witness statements in the centres marked. It is important that in such a practical area that involves a final performance these statements should be accompanied by a video or photos to enhance the evidence.
- AO3** The task and final reviews were well organised and well referenced in some centres. It is vital that all centres include the task and final reviews and that they are at the standard required for each level.

Digital Imaging

Unit 16: Using a camera

Unit 17: Import Photos to a PC/Mac

Unit 18: Photo Editing (no entries)

This thematic area was well covered with some excellent work presented in the form of screen prints and photographs. The use of screen prints is an essential method of showing the candidates working through their project. The photographs and screen prints were in most cases well annotated by the teacher and it was pleasing to see the feedback given to the candidates.

- AO1** There was a good range of tasks set to cover the specification in AO1.
- AO2** The use of screen prints and photographic evidence is an excellent way of showing how the candidates' work meets the specification. These were used to good effect by all centres and make the moderation process much easier.
- AO3** Candidates demonstrated the ability to reflect upon their work at task and unit level.

Haircare

Unit 19: Blow-drying Hair (no entries this series)

Unit 20: Setting Hair

Unit 21: Customer care for Hair and Beauty (no entries this series)

Setting Hair proved to be of interest to many candidates, some of whom were attending a Further Education College. The portfolios were generally well structured.

- AO1** All outcomes were comprehensively covered and well marked in most centres.
- AO2** It was pleasing to see the resources being used by the candidates. Please include plenty of photographic evidence showing different stages in the AO2 process.
- AO3** Good opportunities were provided for most centres to complete the review in line with the requirements of this qualification.

Horticulture

Unit 22: Planting seeds for food

Unit 23: Hanging baskets and containers

Unit 24: Bulbs for gifts

- AO1** Most centres used the exemplar material, and these had the achievement levels clearly evident on worksheets. Some centres used their own worksheets

but did not always focus the questions on the Horticulture industry e.g. they used pictures of power drills as examples of dangers in the workplace where lawnmowers, secateurs or shears might be more common dangers and more appropriate.

- AO2** Most centres covered all specification requirements and provided good, annotated photographic evidence. However, to gain Level 3 in the Bulbs for Gifts unit requires three bulbs and three containers to be produced or in the Planting Seeds for Food unit where three seeds of differing size are planted there was sometimes only evidence of one. The seeds planted should be for growing edible plants such as herbs or beans, lettuce, radishes etc. The Bulb as a Gift unit must show the candidate choosing three containers and wrapping them for a gift by choosing appropriate wrapping material from a range offered. Just decorating the pot is insufficient for Level 3. Most centres provide these opportunities but some centres awarded Level 3 when there was insufficient evidence that three gifts were produced.
- AO3** Some very basic reviews were awarded Level 3 and it was in this section that the level may have been taken down. Care should be taken to show that there is a difference in attaining Levels 2 and 3. This could be improved with some changes in the worksheets provided to encourage some more reflection on the final product and ease of completing the different tasks. All AO2 tasks should have some review from simply identifying smiley faces for Level 1, to ticking a scale of 1–10 to show how they felt about the task for Level 2, with a sentence or two for Level 3.

Hospitality

Unit 25: Customer service for Hospitality (no entries)

Unit 26: Planning: Food and Drink Service

Unit 27: Practical: Food and Drink Service

All centres provided excellent portfolios within this thematic area. Work submitted was well organised, differentiated and provided photographic evidence for tasks.

- AO1** This area was completed to a high standard in all centres with differentiated work to suit all levels.
- AO2** Excellent use of photographic evidence and teacher witness statements.
- AO3** Task and final reviews were well organised. It is important to note that a Level 3 review should be more detailed than at Level 2.

ICT

Unit 28: Electronic Communication

Unit 29: Using the Web

Unit 30: Computer Safety

- AO1** In general, Electronic Communication was well covered with appropriate worksheets to cover AO1. Using the Web was generally well covered by all centres and it was noted that centres gave encouraging feedback to the candidates. The unit lends itself to presenting evidence by means of screenshots and photographs and this was used to good effect by all centres. The structure of Computer Safety was generally good.

- AO2** In some centres there was little or no teacher annotation in AO2. It is vitally important that when centres are presenting evidence in the form of screen prints that they are large enough for the moderator to read. In some cases they need to be enlarged and improved.
- AO3** There were good opportunities provided by most centres to complete reviews in line with the specification. The reviews range from pointing at smiley faces to providing written responses. It is vital that all centres carry out a task and unit review at the appropriate level. It is very important that teachers authenticate evidence by signing and dating it. It was noted that one centre did not provide a declaration of authenticity. In most cases candidates were given well designed worksheets to review their work at task and unit level. Task reviews were not completed in one centre task resulting in a drop in the award level award for candidates. It is imperative that all candidates are given the opportunity to review their work at the appropriate level. The unit tracking grid provided by the centres greatly helped the moderation process.

Music

Unit 34: Electronic Communication

Unit 35: Using the Web

Unit 36: Computer Safety

This thematic area shows a lot of creativity and musical interest from candidates, which was pleasing to see. Portfolios were clearly referenced and were accompanied with audio CDs.

- AO1** This area was well organised with differentiated outcomes catering for all abilities.
- AO2** Great evidence of tasks throughout with audio submitted from all centres. Candidates are encouraged to include screenshots of their work in 'Creating and Producing Music' as this allows us to get a snapshot of the final tracks.
- AO3** Most centres completed well laid out and differentiated task and final reviews. Some centres should make their task reviews more explicit as this helps us see the candidate's understanding of the task.

Office Procedures

Unit 37: Office Equipment (no entries)

Unit 38: Word Processing

Unit 39: Spreadsheets

There were a pleasing number of entries for this thematic area. It was pleasing to see a large number of centres make use of the exemplar material on the CCEA microsite. The centres used and adapted this material to meet their own needs. The word processing unit was particularly popular with a large number of centres taking this unit.

- AO1** This was generally well covered in both word processing and spreadsheets using the exemplar material.
- AO2** There was good coverage of AO2 with a good range of appropriate tasks set to meet the specification.
- AO3** The candidates demonstrated the ability to reflect upon their work at task and unit level.

Technology and Design

Unit 40: Model Making

Unit 41: Manufacturing a Product

Unit 42: Designing a Product

It was pleasing to see an increase in the number of entries for this unit and it was good to see the variety of work. Most portfolios were well structured and well annotated, however candidates should be encouraged to make more individual comments and provide photographic evidence.

AO1 This area was well covered with good use of worksheets showing good coverage of health and safety and use of materials. The three R's were well covered.

AO2 This area was well covered but more evidence is needed in Unit 42 - Designing a Product, especially in the development section of the portfolio. More photographic evidence could be used for Unit 41. It was good to see good photographic evidence of the final models in Unit 40.

AO3 This area was fairly well covered but there needs to be a task review for each of the 6 areas covered in AO2. The final review could be enhanced with more individual comments and reference to the AO1.

Total Beauty

Unit 43: Skincare

Unit 44: Nail Art

Unit 45: Washing and Conditioning Hair

I am pleased to say that Total Beauty proved to be a popular area which generated interest. Most of the candidates were attending a Further Education College. The portfolios were generally well structured, although limited in their annotation.

AO1 All outcomes were comprehensively covered and well marked in most centres

AO2 It was pleasing to see the appropriate resources being used by the candidates. Please include adequate photographic evidence showing different stages in the AO2 process. It was also pleasing to see how innovative methods were used to support candidates with limited ability.

AO3 Good opportunities were provided for most centres to complete the reviews in line with the requirements of this qualification.

Contact details

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