



CCEA Level 1 Qualification in Occupational Studies (Revised)
CCEA Level 2 Qualification in Occupational Studies (Revised)

(Summer Series) 2014 (Revised)

Principal Moderator's Report

occupational studies *Construction*

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies – Construction 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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LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - CONSTRUCTION

Principal Moderator's Report

Introduction

The Construction pathway continues to be popular.

It is pleasing to see the range of practical activities which have been developed to comply with the learner outcomes of the new specification. Unfortunately a number of centres have not fully embraced the demands of the new specification. This was particularly true for the Carpentry and Joinery unit. It was disappointing when candidates had completed work that was not in keeping with the specification. All centres undertaking Occupational Studies must allow learners to achieve the best possible outcome. This includes giving learners access to appropriate assessment tasks and resources which cover the complete specification.

The AO1 section covers:

Health and Safety at Work (HASAWA)

Section AO1 contains some common content such as the Health and Safety at Work Act (HASAWA) as it applies to the unit specification.

Careers

Careers must relate to the occupational content of the unit. Learners should relate this section to careers, job opportunities, annual salary, qualifications required and progression opportunities within the identified career. It is recommended that learners identify three career pathways which relate to the unit of study.

Environment

Environmental issues should also relate to the curriculum area being studied. Examples of topics which may be covered in this section include, sources of materials used, recycling materials, travel miles used to import products, environmental footprint etc.

The assessment tasks offered within this section must allow learners the opportunity to fully demonstrate their ability. This may include some short multi choice tasks, but learners must also have assessment tasks which demonstrate stretch and challenge. Some of these tasks should have the opportunity for extended writing.

Practical Outcomes AO2

Legitimacy of learner outcomes is essential. All practical work produced under AO2 must be supported by photographs that record the development of the AO2 project/projects. Witness statements signed by the learner and the teacher/lecturer together with appropriate evidence may also be used. A wide variety of teaching activities and assessment methods were observed resulting in high learner outcomes being achieved by the majority of learners. The degree of complexity outlined in the specification must be reflected in AO2.

Evaluations AO3

This section still needs to be focused on by many centres. Learners tend to provide statements which are descriptive rather than evaluative.

In the majority of centres the learners' diaries were very well presented detailing the learning process and in most cases some reflective evaluations were included which formed part of the assessment for AO3 criteria. However, most moderators reported that marks awarded for learners' evaluation tended to be lenient.

Internal Moderation/Verification

All units within a pathway must be internally moderated/verified. This was a major problem in many centres. Schools and colleges were able to internally moderate/verify results within individual units or for related units across the pathway, however all units within a pathway must have the same rigor applied relating to learner outcomes. The negative impact of not doing this process correctly is that a unit which has been marked too high will have the results adjusted by the moderation team. These adjustments will pull down the overall marks for a complete pathway.

The grade boundaries in the new specification have changed to the arrangement shown below. A grading model, using Pass/Merit/Distinction, with notional equivalencies to GCSE has been developed.

Level 2	Distinction *	A*	=	180–200 marks
	Distinction	A	=	160–179 marks
	Merit	B	=	140–159 marks
	Pass	C	=	120–139 marks
Level 1	Distinction *	D	=	100–119 marks
	Merit	E	=	80–99 marks
	Pass	F/G	=	40–79 marks
	Unclassified	U	=	0–39 marks

Bench Joinery

Generally the evidence produced was good for this unit, with many centres demonstrating very good practical activities. Problems occurred in some cases for AO1 and AO3, where the specification was not being effectively applied. This was particularly true for AO1 where Careers and Environmental issues were not being appropriately addressed.

Brick/Block Work

The learner evidence presented was by way of photographic evidence and witness statements. Problems occurred in some cases for AO1 and AO3, with the correct methods and proper specification not being applied effectively. This was particularly true for AO1 where Careers and Environmental issues were not being appropriately addressed.

Carpentry and Joinery

Generally the evidence produced was good for this unit, with many centres demonstrating very good practical activities. Unfortunately some centres did not produce practical tasks which relate

to site based activities. All practical work produced must comply with the specification. The magnitude of all practical tasks and the demands of the craft skills required must be in line with the specification.

Hard Landscaping

Very few centres opted to take this unit during the first moderation window. It is vital that centres clearly show where marks have been awarded and how they align with the specification. The learner evidence presented was by way of photographic evidence and witness statements. Problems occurred in some cases for AO1 and AO3, where the specification was not being effectively applied. This was particularly true for AO1 where Careers and Environmental issues were not being appropriately addressed.

Painting and Decorating

Very few centres delivered this unit. Those centres that did produced good practical work using a variety of different types of paint. The evaluation component AO3 still requires more evaluative statements rather than descriptive. This can be encouraged by producing prompt points which are evaluative in nature.

Plastering

The learner evidence presented was by way of photographic evidence and witness statements. Problems occurred in some cases for AO1 and AO3, where the specification was not being effectively applied.

Plumbing

Most centres produced very good practical work. This was particularly true for AO1 where Careers and Environmental issues were not being appropriately addressed.

Tiling

The learner evidence presented was by way of photographic evidence and witness statements. Problems occurred in some cases for AO1 and AO3, where the specification was not being effectively applied. This was particularly true for AO1 where Careers and Environmental issues were not being covered not being appropriately addressed.

Contact details

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