



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

Environment and Society

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies – Environment and Society 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 - ENVIRONMENT AND SOCIETY

Principal Moderator's Report

Introduction

Some good evidence of learner knowledge and understanding (AO1) was presented. Practical activities were also of a good standard. They were supported by photographs and witness statements. Running a Leisure Event and Sports Leadership were the most popular units.

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 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 A03

Learner evaluations were more descriptive than evaluative. Detailed reflections of personal performance that clearly identifies strengths, weaknesses and areas of improvement should be considered.

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

Animal Care

Some good evidence of learner knowledge and understanding was presented for this unit. Witness testimony was generally very good. More photographic evidence of the assessed activities is required in some centres. Some photographs were very general. Photographs must show the individual learner. Knowledge evidence should stretch and challenge learners.

Evaluations in some centres require further work. Health and safety must be adhered to when working with animals including each learner being properly provided for with PPE before working with animals.

Caring for Plants and Flowers

Evidence presented met the requirements of the specification in most centres. Some good photographic evidence was presented.

Some files were difficult to moderate due to poor mark schemes. This is an area for improvement in some centres. Good referencing is also vital.

Knowledge questions should stretch and challenge the learners. More work required on careers and environmental issues.

The absence of PPE in some centres must be addressed.

Growing Plants in a Sustainable way

This unit was completed in a number of centres alongside Caring for Plants and Flowers. Mark schemes are vital when presenting evidence. Possible and actual marks for activities, and justification for marks awarded should be included.

More work is required on composting. It is important to highlight the work carried out by individual learners. Photographs must be clearly annotated. Knowledge and understanding is generally of a satisfactory standard. Knowledge questions should stretch and challenge learners. Evaluations remain an area for improvement.

It is vital that all centres comply with Health and Safety requirements.

Reminiscence with Individuals in Care Environment

The evidence presented for this unit was of a very good standard. A number of planned activities in a care environment were very successfully carried out.

Photographic evidence was of a very high standard. Marking of activities did not appear to reflect the standard of work in the photographic evidence.

More work is required on careers and environment issues.

Running a Leisure Event

This was the most popular unit within Environment and Society single award. There were some excellent examples of events. Learners carried out feasibility studies, presented good evidence of planning, sharing roles and carrying out the activities.

There were good answers to questions presented and some excellent photographic evidence. The photographs in most centres were clearly annotated. This is most important as learner roles must be identified.

Sports Leadership

Centres delivering this unit provided evidence of some good examples of coaching in a number of sports. Moderators found some learner files did not include a mark scheme. Mark schemes for assessed activities must be included.

The evidence for this unit was clearly presented with photographic evidence, witness testimony and some good diary entries. Annotation of photographic evidence is very important. This identified the various stages in the activity.

More work is required on Health and Safety in some centres. The focus should be on Health and Safety in this area of work. Knowledge questions should stretch and challenge learners. More work is required on evaluations.

Tour Guiding

Some good evidence was presented for this unit with learners visiting a number of areas of interest and experiencing the work of the Tour Guide. Photographic evidence was presented by learners with some good annotation. Electronic evidence should be accompanied by witness testimony stating why marks were awarded for the activity.

Moderators commented on the absence of a mark scheme in some learner files. The marking grid was completed in most centres.

Marking was on the lenient side in some centres with more work required on Careers, Environmental issues and Health and Safety. Knowledge questions should stretch and challenge learners. Evaluations in general were more descriptive than evaluative.

Working in a Care Environment

The evidence presented was of a good standard. Health and Safety, Careers and Environmental issues were addressed. The evidence presented focused on the Child Care Environment. Some good evidence was presented in First Aid.

Evidence of Knowledge and Understanding should stretch and challenge learners. Practical activities in some cases focused on similar activities used in the Play unit and Children's Physical Care unit.

This new unit was designed to allow learners to focus on a number of different care environments and explore the role of the Care Worker in these environments.

Working in Tourism

Good evidence was presented for this unit with learners carrying out individual research. Electronic evidence should be accompanied by a witness testimony stating why marks were awarded for the activity.

Mark schemes should be included in all learner files. Marking was lenient in some centres with more work required on Careers, Environmental issues and Health and Safety. Knowledge questions should stretch and challenge learners. Further work is required on evaluations.

Contact details

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