



CCEA Level 1 Award in Occupational Studies (Legacy)
CCEA Level 2 Award in Occupational Studies (Legacy)

(Summer Series) 2014 (Legacy)

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 Awards in Occupational Studies – Construction (legacy) 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 AWARDS IN OCCUPATIONAL STUDIES - CONSTRUCTION (LEGACY)

Principal Moderator's Report

Introduction

The Construction pathway was popular once again and has been offered across a range of centres, principally in partnership with further education colleges.

It is a pleasure to report on the continued high standard of coursework observed in this summer series moderation. As moderators we realise that coursework projects require thoughtful planning and much guidance and encouragement from dedicated teachers and lecturers. Well done to everyone.

There was a substantial drop in the number of students entered for the legacy specification this year as centres move to the new specification.

Those centres that focus on developing practical skills such as Brickwork or Plumbing in the Construction units are clearly working towards the practical focus in the course, hence the title "Occupational Studies". The moderation team believe that young adults are much better prepared for the workplace after gaining skills in the various pathways within this specification.

All units are accredited under the National Qualifications Framework (NQF) at Level 2, Level 1 and CCEA's own First Skills Award. The First Skills award will not be available in the new specification, although it is planned to have an Entry Level specification available from September 2015.

Teachers /lecturers in many centres attended the autumn series of Agreement Trials for the new revised specification which has been on offer from September 2013.

The grading boundaries in the new specification have changed to the following arrangement. A grading method, using Pass/Merit/Distinction, with notional equivalencies to GCSE grades 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

Plumbing 1

Generally the work produced was good in most centres with a few excellent examples of copper pipe work. The underpinning Knowledge in AO1 was generally good also, but some centres tend to create assessment tasks which are quite simplistic. The evaluation part of the specification AO3 was the least well done in most centres, although it is improving. Centres tend to ask learners to produce answers which are descriptive rather than evaluative.

Plumbing 2

The work produced in this unit was very similar in quality to Plumbing 1 although there is an increased degree of complexity. Most centres completed Plumbing 1 before commencing this unit.

Wall Tiling

Most centres produced very good practical work using the tiles to make interesting shapes and patterns in line with the specification. The evaluation component AO3 still requires more evaluative rather than descriptive statements. This can be encouraged by producing prompt points which are evaluative in nature.

Brickwork 1

The evidence produced was mainly of a high standard. The learners' work was supported by photographic evidence. Almost all centres allowed examples of the last practical task to remain on the workshop floor in preparation for the moderation visit. This was very helpful to the moderation team. Almost all centres delivered this unit in partnership with a further education college.

Brickwork 2

The learner evidence produced in this unit was also of a good standard. The evaluation component AO3 still requires more evaluative rather than descriptive statements. This can be encouraged by producing prompt points which are evaluative in nature.

Painting and Decorating 1

Many centres produced good practical work using their creativity to make interesting shapes and patterns in line with the specification. The evaluation component AO3 still requires more evaluative rather than descriptive statements. This can be encouraged by producing prompt points which are evaluative in nature.

Painting and Decorating 2

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

Plastering 1

The evidence produced was generally of a high standard. The learners work was supported by photographic evidence. Almost all centres allowed the last practical task to remain on display in preparation for the moderation visit. It is pleasing to see the very high quality of skills being demonstrated in the plastering cubicles. This was very helpful to the moderation team. Almost all centres delivered this unit in partnership with a further education college.

Plastering 2

The learner evidence produced in this unit was also of a good standard although it was delivered by very few centres. The evaluation component AO3 still requires more evaluative rather than descriptive statements. This can be encouraged by producing prompt points which are evaluative in nature.

Carpentry & Joinery 1

Generally the work produced was good in most centres with a few excellent examples. The underpinning Knowledge in AO1 was generally good also, but some centres tend to create assessment tasks which are quite simplistic. The evaluation part of the specification AO3, was least well done. Centres tend to ask learners to produce answers which are descriptive rather than evaluative.

Carpentry & Joinery 2

Learner evidence produced in this unit was very similar to Carpentry and Joinery 1 although it had an increased degree of complexity. A typical end product was a coffee table or small stool. Most centres completed Carpentry and Joinery 1 before commencing this unit. Many centres entered learners for these two units under the Technology and Innovation Pathway.

Contact details

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