



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

*Business and Services*



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies – Business and Services 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](http://www.ccea.org.uk)



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# LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - BUSINESS AND SERVICES

## Principal Moderator's Report

### Introduction

The Business & Services pathway is currently the second most popular pathway within Occupational Studies.

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

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

## Childcare: The Play Environment

Most centres provided good folders of evidence for this unit. A variety of open and closed questioning together with transparent mark schemes were available for moderation.

The evidence for the practical aspect of the qualification was excellent in most centres. Learners displayed imaginative skills when designing visual aids and creating games. Tutors provided excellent feedback to learners and this helped learners when self-evaluating their performance.

Folders of evidence were very well presented with CCEA Learner Unit Tracking Grids used to record learner marks. Clear evidence of progression throughout the year/semester was evident in the learner diary.

## Communication within an Office or Business Environment

The standard of work produced in most centres moderated was of a high standard. A wide variety of teaching activities and realistic practical assessments which enhanced the learner experience resulted in higher learner outcomes being achieved.

Role play and simulated exercises formed the basis of much of the practical assessments. Good records of teacher observations and witness statements provide evidence for achievement.

There was clear evidence in the majority of centres showing how the learners were assessed and transparent mark schemes showed the marks for each of the grading criteria.

## Contemporary Cuisine

In general the learners provided good evidence of safe working practices in a working environment, energy efficiency, local careers opportunities and knowledge of materials. However, in some instances the questions in relation to careers were too simplistic with learners being asked to list three careers instead of researching these. It would be encouraging to see learners show evidence of site visits to professional catering establishments which support understanding of career opportunities in their related chosen industry. Otherwise there was a good range of questions to stretch and challenge the learner. The learners provided a very good range of suitable tasks as per specification requirements; however some centres did not clearly show transparent marking grids for AO2 to support marks awarded for each task assessed. The photographic evidence provided was generally good and it is recommended that colour photographs are used as this will reflect both the quality and creative flair of the methods and processes carried in all aspects of the activities. In general the evaluations were satisfactory. There was little or no evidence provided in many of the portfolios of internal standardisation.

## Creative Styling using Blowdrying Techniques

Good transparent marking grids provided to show evidence of how marks were awarded. There was good photographic evidence with annotation from the student to support the photographs. Internal standardisation had taken place in most centres moderated. Generally the marking was within the tolerance but care needs to be taken with the following:

- AO1: needs to include more stretch and challenge for more capable learners, specifically in the area of related skills and careers; and
- AO3: encourage more self-reflection rather than descriptive writing in the evaluations and use the CCEA occupational studies evaluation marking grid when awarding marks.

## Customer Service

Most centres used practical/real selling opportunities to demonstrate competence and this should be developed in all centres selecting this unit.

A wide variety of assessment methods were in evidence e.g. work product, observations, oral presentations, witness statements and role plays. Overall evidence was well presented, clearly referenced with good feedback and transparent marking evident in many cases. In order to ensure that learners achieve a Level 2 qualification, tutors should encourage more in depth learner analysis and evaluation of their own performance.

## Facial Skin Care

For the practical work, most centres produced excellent photographic evidence suitably annotated and showing various stages of the process. Tutor observation and witness statements were also used as evidence.

In some centres the recall of knowledge questions tended to be simplistic not allowing learners to show the full extent of their knowledge. Centres should use a combination of open and closed questions.

Learner evaluations of their own performance in the majority of centres tended to merely state what was done rather than focusing on how the task could be improved thereby demonstrating that learning had taken place. Marking for this criteria tended in most centres to be lenient.

## Logistics and Transport

The majority of centres failed to embrace the revised specification criteria. Those centres that followed the criteria produced excellent evidence enabling the learners to achieve high grades. Whilst all centres provided evidence for Health and Safety issues, most failed to provide learners with the opportunity to demonstrate evidence of career research and environmental issues.

Centres who arranged educational visits and guest speakers, related to the specification criteria, enhanced the learners' experiences by relating theory to practical.

The practical assessment requires learners to carry out and present school travel/ traffic speed surveys, local traffic issues, plan and cost a journey using maps and timetables and consider the logistics/supply chain issues of a local supermarket. Several centres failed to provide learners with the opportunity to meet these criteria thereby disadvantaging their learners. All centres provided some evidence of carrying out risk assessments and safety measures.

Tutors who encouraged their learners to identify their strengths and weaknesses and suggest how they could improve their performance provided opportunities to achieve higher marks.

Centres need to ensure that all specification and assessment criteria are addressed.

## Manicure and Nail Art

For the practical work, most centres produced excellent photographic evidence suitably annotated and showing various stages of the process. Tutor observation and witness statements were also used as evidence.

In some centres the recall of knowledge questions tended to be simplistic not allowing learners to show the full extent of their knowledge. Centres should use a combination of open and closed questions.

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## Modern Office Procedures

Teachers/lecturers used a variety of methods to assess learners' knowledge and understanding and realistic practical assessments enhanced the learner experience resulting in good learner outcomes being achieved. All aspects of mail handling together with manual and electronic filing systems gave learners an insight into modern office procedures. Good records of teacher observations and witness statements provided evidence for achievement.

There was clear evidence in the majority of centres showing how the learners were assessed and transparent mark schemes showing the marks for each of the grading criteria.

## Modern Retailing

To meet the specification requirements, the centres that developed links with local retail organisations benefited from educational visits and guest speakers. Examples of the practical assessment evidence included learners setting up and selling a variety of products which provided them with the opportunity to demonstrate their interpersonal skills, handling enquires and complaints, receiving payment, merchandising and stock handling skills. Good photographs together with tutor observation records provided evidence for AO2 grading criteria.

Knowledge and understanding was generally assessed by written questioning and clear marking criteria was provided by centres.

Learners need more guidance when completing task and final evaluations to ensure they have the opportunity to achieve high grades.

## Patisserie and Baking

The sample of work submitted ranged from a poor to an excellent standard. In general evidence for AO1 was provided in the form of written answers on each of the main topic areas. Good use of photographic evidence was provided for AO2. Mark schemes were adhered to and easy to follow in most centres. Generally the marking was consistent with the requirements of the specification. Diaries were completed and some included evaluative comments which can be used as evidence for AO3. Final evaluations need to be further developed in order to allow the learners to achieve higher level marks. There was little evidence provided in many of the portfolios of internal standardisation.

## Shampooing and Conditioning Treatments

For the practical work, most centres produced excellent photographic evidence suitably annotated and showing various stages of the process. Tutor observation and witness statements were also used as evidence.

In some centres the recall of knowledge questions tended to be simplistic not allowing learners to show the full extent of their knowledge. Centres should use a combination of open and closed questions.

Learner evaluations of their own performance in the majority of centres tended to merely state what was done rather than focusing on how the task could be improved thereby demonstrating that learning had taken place. Marking for this criteria tended in most centres to be lenient.

## The Physical Care of Babies

Most centres provided excellent folders of evidence for this unit. A variety of open and closed questioning together with transparent mark schemes were available for moderation.

The evidence for the practical aspect of the qualification was mainly photographic suitably annotated with tutor observation and witness statements. Tutors provided excellent feedback to learners and this helped learners when self-evaluating their performance.

Folders of evidence were very well presented with CCEA Learner Unit Tracking Grids used to record learner marks. Clear evidence of progression throughout the year/semester was evident in the learner diary.

## Using Office Technology

The standard of work produced in all centres moderated was of a high standard. A wide variety of teaching activities and realistic practical assessments which enhanced the learner experience resulted in higher learner outcomes being achieved. This unit helps to develop the learner's literacy, numeracy and ICT skills as well as the wider skill of team working.

There was clear evidence in the majority of centres showing how the learners were assessed and transparent mark schemes showed the marks for each of the grading criteria.

## Vehicle Servicing and Valeting Operations

In some centres the evidence for knowledge and understanding tended to be simplistic and did not allow students to demonstrate their full potential. Centres should use a combination of open and closed questions.

Centres need to ensure that all specification requirements are addressed i.e. both servicing and valeting even though the practical assessment requires only servicing or valeting.

Evidence for practical work in the majority of centres was photographic, this needs to be annotated, signed by both tutor and learner together with either witness statements or tutor observations.

There was clear evidence in the majority of centres showing how the learners were assessed and transparent mark schemes showing the marks for each of the grading criteria.

## Contact details

The following information provides contact details for key staff members:

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