



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

*Engineering and Engineering
Services*

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Awards in Occupational Studies – Engineering and Engineering Services (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

Contents

Principal Moderator's Report	3
Contact details	6

LEVEL 1 AND 2 AWARDS IN OCCUPATIONAL STUDIES - ENGINEERING AND ENGINEERING SERVICES (LEGACY)

Principal Moderator’s Report

Introduction

The Engineering and Engineering Services pathway is a popular choice 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 the moderation of this summer series. 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 those in the Sheet Metal Work unit 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.

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

Electrical Wiring Practices

This unit was quite popular and well delivered.

Some centres tend to ignore the section within the specification which states that the cables between the fixed components should be lined out and attached with cable clips (for security and presentation purposes). In some instances the cables have been taken through to the back of the backing board and left loose between components!

It is very important the activities undertaken and completed by the learner are supported by suitable photographic evidence which is included in the portfolio.

Electronic Circuit Construction

This unit was quite popular and well delivered.

There were some slight variations from the demands of the specification with some centres using computer programmes to address certain aspects.

Manufacturing Techniques (Sheet Metal Work) - Fabrication

A popular unit with a good range of practical coursework presented.

An important aspect of delivering this unit is that the centre must have the required resources/equipment to allow the learner to achieve the outcomes expected in an appropriate way e.g. Box and Folder with adjustable fingers.

Manufacturing Techniques - Assembly (Hand Fitting)

This unit was very popular and well delivered.

It is essential that the learner has the opportunity to produce male and female threads (some have used threaded bar). Care should be taken when allowing the learners to use the lathe to form the component parts. They have also used the buff to polish the parts (not part of the specification).

Vehicle Servicing & Valeting Operations

This was a very popular unit which was well delivered.

It is important that there are sufficient resources (cars) to give the individual learner the range of experience necessary to cover the specification.

It is very important the activities undertaken and completed by the learner are supported by suitable photographic evidence.

Basic Fast Fit Operations

This was a very popular unit which was well delivered.

It is important that there are sufficient resources (cars/units/components) to give the individual learner the range of experience/coverage to address the specification.

It is very important that the activities undertaken and completed by the learner are supported by suitable photographic evidence.

Basic Vehicle Maintenance

This was a very popular unit which was well delivered.

It is important that there are sufficient resources (cars/units/components) to give the individual learner the range of experience/coverage to address the specification.

It is very important that activities undertaken and completed by the learner are supported by suitable photographic evidence.

Basic Vehicle Body Components & Fitting

This was a very popular unit which was well delivered.

It is important that there are sufficient resources (cars/units/components) to give the individual learner the range of experience/coverage to address the specification.

It is very important that activities undertaken and completed by the learner are supported by suitable photographic evidence.

Basic Vehicle Electrics

This was a very popular unit which was well delivered.

It is important that there are sufficient resources (cars/units/components) to give the individual learner the range of experience/coverage to address the specification.

It is very important that activities undertaken and completed by the learner are supported by suitable photographic evidence.

Safe Tractor Operation

Only two centres delivered this unit.

This unit requires considerable space and resources to address the requirements of the specification. It is of interest mainly to those learners from rural areas with agricultural connections.

In the new specification the unit has been renamed – Maintenance of Land-based Machinery (VYMF)

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 area least well done in most centres, although improvements are being made. 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.

Contact details

The following information provides contact details for key staff members:

- Specification Support Officer: Nuala Tierney
(telephone: (028) 9026 1200, extension 2292, email: ntierney@ccea.org.uk)
- Officer with Subject Responsibility: Dawn Agnew
(telephone: (028) 9026 1200, extension 2445, email: dagnew@ccea.org.uk)