



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

Technology and Innovation

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies – Technology and Innovation 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 - TECHNOLOGY AND INNOVATION

Principal Moderator's Report

Introduction

The Technology and Innovation units form a very 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 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

In this area, most centres used the correct specification. However, in a few cases the wrong specification was used.

With the centres that followed the correct specification the work produced was to a good standard. In most cases internal standardisation was carried out in line with CCEA's guidelines. More photographic evidence of the stages undertaken by the learners during AO2 is essential for moderation. Some more detailed photographs and a good marking frame would help in a few cases. The Environment and Careers sections could be evidenced by setting tasks where the learner must show more understanding and detail in carrying out individual research. Some centres had far too many handouts as evidence, instead of just showing how the learner was tested. AO3 could still be improved, where in most cases the evaluations provided are weak and marked too leniently.

Computer Aided Design

This unit is also taken up in the Technology and Innovation Pathway. Care should be taken to ensure that the application of the basics are not overlooked in this unit; e.g.

- position/spacing of views on page including title block;
- use of first or third projection with appropriate symbol;
- dimensional detail outside of the actual views and suitably positioned; and
- appropriate units and tolerances applied.

NB: free hand sketches and 3D views are not part of the assessment. Care must be taken to address the careers, environmental and evaluation aspects appropriately.

Carpentry and Joinery (Site Joinery)

In this area, most centres used the correct specification. However, in a few cases the wrong specification was used and work related to the legacy content. The centres did not cover the skills and final product that was required in the new specifications which is specific to site related products and skills.

With the centres that followed the correct specification the work produced was to a good standard. In most cases internal standardisation was carried out in line with CCEA's guidelines. More photographic evidence of the stages undertaken by the learners during AO2 is essential for moderation. Some more details and a robust marking frame would help in a few cases.. In AO1 Environment and Careers could be improved by again setting tasks where the learner could show individual research and more understanding and detail. Some centres had far too many handouts as evidence, instead of just showing how the learner was tested. AO3 could still be improved. The evaluations provided are often weak and marked too leniently.

Digital Imaging

The standard of the work that was presented as evidence for this new specification was high in most centres, and the projects that the learners undertook showed an excellent understanding of the software programmes demonstrating a good range of skills. The final project was often based on the production of a poster or magazine cover, and these allowed for peer review and good reflective and analytical skills to be shown in AO3. The portfolio evidence was presented in both paper and electronic format. Digital production of portfolio evidence should be well presented and easy to follow for moderators. Learners' work should be in separate folders which are arranged in the three sections and have teacher annotation and task evaluations on screen dumps etc. so that the centre marking is easy to follow during the moderation process. The use of the digital camera in this unit allows for the candidate's own work to be used rather than using stock web pictures and also allows for plenty of evaluation opportunities.

Digital Music

The quality of the learners' work on the CDs that were submitted as evidence was good. There was evidence that the learners had enjoyed their experience during the course and that they especially enjoyed being a DJ and showcasing their skills and music to their peers. This is ideal for the AO3 evaluations and can encourage reflective and analytical comments. Generally these evaluations could be improved as there is still a reliance on descriptive comments rather than

reflections and suggestions for improvements. The AO1 section should cover Environmental Issues and Careers. The research into this section was not covered in sufficient depth in most cases and was marked too leniently.

The presentation of digital portfolios for moderation should be presented in a format that is easy for moderators to follow and should include screen dumps of the various stages of production. Annotations by the teacher/lecturers to justify the marks are essential.

Manufacturing Techniques - Hand Fitting

This was a popular unit with learners in this pathway, developing skills and interest in this vocational area. Centres are generally well equipped and resourced to deliver this unit with a suitable range of tasks used to meet the assessment criteria.

Manufacturing Techniques - Sheet Metal

This was a popular unit with learners in this pathway, developing skills and interest in this vocational area. Centres are generally well equipped and resourced to deliver this unit with a suitable range of tasks used to meet the assessment criteria. A 'box and pan' folder with adjustable fingers is a necessary piece of equipment to have in the workshop to deliver this unit.

Sound Production

This unit was taken by only a few centres, but the quality of work presented by learners as evidence was good. The learners had also taken either the TV and Film Production or the Digital Music units from the Technology and Innovation pathway. The learners have been able to use the skills gained in one unit to benefit their work in the other. The digital evidence that is submitted for moderation needs to be well organised with the learner's work saved in folders which are easy to follow. Screen dumps and other worksheets in these digital portfolios need to have teacher/lecturers' annotations, especially on task and final evaluations from the learners. AO3 was still marked too leniently as the evaluations from the learners need to be reflective and analytical regarding their skills and final product rather than a purely descriptive narration of what they had done.

TV and Film Production

This unit produced some very interesting short films from the learners and the standard of work was high. The learners had written the scripts, shot and edited their films. It was interesting to see the variety of topics and genres that had been covered. There could be more individual research into career opportunities and environmental issues so that the requirements of the specifications are fully covered. The evidence of the learners' role in the planning process and individual story boards from the learners are areas that need to be improved. The production of electronic portfolios needs to be improved with the learners' work saved in individual folders. Annotations from the learners and teachers to show where there was group work must also be included. Individual contribution to the final film must also be identified. There needs to be more annotation from the learner to evaluate of the stages and tasks undertaken in AO2 and also produce a final evaluation of the film.

Contact details

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