



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

Design and Creativity

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies – Design and Creativity 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 - DESIGN AND CREATIVITY

Principal Moderator's Report

Introduction

The Design and Creativity pathway is a popular choice and has been offered across a range of centres with the majority emanating from the school sector, but there are also a substantial number of entries (new specification) from the further education sector and some from training and other organisations.

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 true for the Hairdressing units. It was 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 given their ability. 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

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 learners. 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 in all aspects of the activities. In general the evaluations were satisfactory. There was little evidence provided in many of the portfolios of internal standardisation having taken place.

Creative Hairstyling on Long Hair

This unit continues to be popular with centres again this year and generally good quality evidence was produced. Centres continue to improve the resources to ensure that learners have adequate exposure to all of the necessary equipment so that they are able to demonstrate the tasks consistently. In some centres marking was rather lenient and there was insufficient evidence provided to justify the mark provided.

Evaluations provided in a number of centres need to be more evaluative in nature.

Creative Styling Using Blow Drying Techniques

Good transparent marking grids were provided to evidence how marks were awarded. There was photographic evidence with supporting annotation from the student but it is advised that the photographs need to be in colour. 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 in order to provide clarity.

For AO1, there needs to be more stretch and challenge questions in order to differentiate between learners.

For AO3, learners should be encouraged to be more self-reflective rather than descriptive in the evaluations.

Enterprise Crafts

This unit was not taken by any learners this series.

Graphic Design

This unit was undertaken by a small number of centres. Generally the sample of work submitted was of a good standard. The marking was consistent and in line with standards set out in the specification. The students produced portfolios which included information relating to Health and Safety and the Environment however additional information regarding career opportunities needs to be explored.

AO2 – portfolios were well presented. The sample of work submitted was of a good standard and covered a range of student interests. AO3 – evaluations were included but need to be more reflective and analytical in order to achieve higher level marks.

Interior Design

This unit was undertaken by a minority of learners and some good work was produced. The marking was consistent and in line with standards set out in the specification. Section AO2 of the portfolios was well presented. The sample of work submitted was of a good standard and covered a range of student interests. AO3 – evaluations were included but need to be more reflective and analytical in order to achieve higher level marks. It was clear that the learners enjoyed this learning experience.

Patisserie and Baking

The sample of work submitted ranged from 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 that internal standardisation had taken place.

Specialised Crafts

The small number of learners who undertook this unit provided excellent evidence of safe working practices in the working environment, energy efficiency, local careers opportunities and knowledge of material etc.

They provided an excellent range of suitable tasks throughout the planning, production and presentation stages for the unit. There was very good photographic evidence to support marks awarded. The evaluations submitted for AO3 were of a satisfactory standard; however more work is required on self-reflection and suggestions for improvements.

Textile and Fashion Design

This unit was undertaken by a minority of learners and some good work was produced by learners who clearly enjoyed the experience. The marking was consistent and in line with standards set out in the specification. Section AO2 of the portfolios was well presented. The sample of work submitted was of a good standard and covered a range of student interests. AO3 –evaluations were included but need to be more reflective and analytical in order to achieve higher level marks. It was clear that the learners enjoyed this unit.

Total Beauty

The learners who undertook this unit generally produced good quality evidence which met the requirements of the specification. It is recommended that good quality colour photographs are used as it is difficult to check the quality of the final outcome from black and white photographs.

Website Development

In the small number of centres who delivered this unit there was excellent summative and formative feedback to support the marks awarded. The evidence was generally very well presented.

For AO1 the learners provided excellent evidence of safe working practices in a working environment, energy efficiency, local careers opportunities and knowledge of material etc. The learners provided an excellent range of suitable tasks throughout the planning, production and presentation stages for this unit. Very good photographic evidence was presented.

For AO3 the final evaluation provided a very good self-reflective account of performance throughout the project. Pictorial stimuli were used to encourage the process of evaluating. It is important to follow the specification for Occupational Studies exactly.

Contact details

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