



CCEA Level 1 Qualification in Occupational Studies
CCEA Level 2 Qualification in Occupational Studies

(January Series) 2015

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

It is pleasing to see the range of tasks that have been developed to comply with the assessment outcomes of this specification. Unfortunately a number of centres have not fully embraced the demands of the new specification. In these centres candidates had completed work that was not part of the specification or they had not completed all the assessment outcomes necessary to comply with the specification. All centres undertaking Occupational Studies must allow candidates to achieve the best possible outcome given their ability. This includes giving learners access to appropriate resources which cover the complete specification.

The candidate evidence must be presented in the following way:

Front cover

The front cover must include the following information:

- Pathway
- Unit name
- Candidate name and number
- Teaching centre name and number
- Administration centre name and number (where different from teaching centre)
- Completion date

It is good practice to include the following content within the first few pages of candidate’s evidence:

- Signatures to confirm authenticity (candidate and teacher/lecturer)
- Marking grid clearly demonstrating where marks are awarded under all ten assessment outcomes
- Unit specification

AO1 content includes Health and Safety, Environment, and related Careers

(Time allocation to this section should equate to 10% of your overall time allocation i.e. approximately seven hours of the recommended guided learning hours which is 70)

The assessment tasks should allow for differentiation between learners of various abilities.

Health and Safety

Health and safety represents four marks out of the total of ten marks for this assessment outcome. There is some common content such as the Health and Safety at Work Act (HASAWA) as it applies to the units within this specification.

The assessment should include short answer questions on Health and Safety issues appropriate to this unit. Slightly more demanding questions which allow candidates to demonstrate ability should also be included. The final questions in this section having a greater degree of rigor should allow candidates to apply their knowledge through stretch and challenge questions.

Careers

Careers represent three marks out of the total of ten marks for this assessment outcome.

Careers must relate to the occupational content of the unit. Candidates should relate this section to careers, job opportunities, annual salary, qualifications required and progression opportunities within the identified career. It is recommended that candidates identify three career pathways which relate to the unit of study.

An example of a 30 mark assessment should include short answer questions (9 marks) which focus on the 3 careers associated with this unit. Slightly more demanding questions/tasks (9 marks). Demonstration of the candidates' ability to apply their knowledge will be assessed through stretch and challenge questions (12 marks).

Environmental

Environmental issues represent three marks out of the total of ten marks for this assessment outcome, and 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 candidates the opportunity to fully demonstrate their ability. This may include some short multiple 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. Witness statements signed by the candidate and the teacher/lecturer together with appropriate evidence may also be used. 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. Candidates tend to provide statements which are descriptive rather than evaluative.

In the majority of centres the candidates' 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' evaluations 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 carrying out this process correctly is that a unit which has been marked too highly will have the results adjusted by the moderation team. These adjustments will negatively impact on overall marks for a complete pathway.

Carpentry and Joinery (Site Joinery)

In this unit all centres presented evidence which was in line with the specification. The quality of assessment tasks presented for moderation was of 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. A detailed and a robust marking frame should be provided by all centres. The quality of evidence presented for AO1 Health and Safety, Environment and Careers is improving when compared to the previous summer moderation. 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 moderation 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 as screen dumps. 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 increased evaluation opportunities.

Digital Music

The quality of the candidates' work on the CDs that were submitted as evidence was generally 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 Health and Safety, 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.

Sound Production

This unit was taken by only a few centres, but the quality of work presented by learners as evidence was generally 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.

There were no entries for the following units:

- Bench Joinery
- Computer Aided Design
- Manufacturing Techniques – Hand Fitting
- Manufacturing Techniques – Sheet Metal
- TV and Film Production

Contact details

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