



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

(January Series) 2015

## Principal Moderator's Report

# occupational studies

*Environment and Society*



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies – Environment and Society 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)



## Contents

Principal Moderator's Report	3
Contact details	7



# LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - ENVIRONMENT AND SOCIETY

## Principal Moderator's Report

### Introduction

Centres presented good evidence for this moderation. Well structured candidate portfolios made the work of the moderation team much easier for most units. Health and Safety, Environment and Careers evidence was of a satisfactory/good standard in most centres. Practical activities were also of a good standard with some good witness testimonies and checklists. Mark schemes for assessed tasks were included in most candidates' files. This was an improvement on the summer moderation.

Learner evaluations remain more descriptive than evaluative with marking tending towards leniency. Detailed reflections of personal performance that clearly identify, strengths, weaknesses and areas of improvement should be considered.

All centres delivering Occupational Studies must allow candidates to achieve the best possible outcomes to match their ability levels. This includes giving candidates access to appropriate assessment tasks and 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.

## Horticulture Growing Plants in a Sustainable Way

This unit was completed in a number of centres. Candidate portfolios should include My Record which contains section AO1, AO2 and AO3 of the unit specification and the page numbers where evidence can be found.

Some portfolios were poorly presented with moderators having difficulty finding evidence to meet the requirements of the specification. Possible and actual marks for assessment activities and reasons why marks were awarded should be included. Knowledge and understanding was generally of a satisfactory standard with candidates achieving high marks where the evidence presented demonstrated stretch and challenge. Evaluations remain an area for improvement.

It is vital that all centres comply with Health and Safety requirements and ensure all learners wear PPE.

## Running a Leisure Event

Some good evidence was presented for a range of different events. Candidates carried out feasibility studies, presented evidence of planning, sharing roles and carrying out the activities.

There were good answers to questions with more opportunities for learners required to present evidence of stretch and challenge. All photographic evidence must be clearly annotated. This is most important as candidates' roles must be identified. Witness statements must also focus on individual candidates, not group activities. The task evaluation and final evaluation still need more work if candidates are to achieve top marks.

## Sports Leadership

Centres delivering this unit provided good evidence of coaching in a number of sports. Moderators found some candidates' files did not include evidence of all areas of the unit specification. Some Health and Safety questions could have been better worded to allow candidates to demonstrate the breadth of their knowledge. Environmental issues were not dealt with in some centres. This resulted in marks being adjusted.

The practical activities were successfully completed by the candidates. The evidence was clearly presented with photographic evidence, witness testimonies and some good diary entries. Diary entries must be completed by the candidate. The evidence should illustrate various stages of the assessment tasks. The task evaluations and final evaluation still need more work if candidates are to access the highest marks.

## Working in Tourism

Careful organisation of portfolios is vital prior to the moderating process. It was much appreciated by the moderation team that in this unit some centres had taken time to do this. Marks were easily found and linked to the overall marking grid. Excellent evidence was presented with candidates visiting a number of areas of interest. Photographic evidence presented by learners was good. Evaluations were completed successfully and marks were suitably awarded.

There were no entries for the following units:

- Animal Care
- Horticulture: Caring for Plants and Flowers
- Reminiscence with Individuals in a Care Environment.
- Tour Guiding
- Working in a Care Environment

## Contact details

The following information provides contact details for key staff members:

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