



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

(January Series) 2015

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 Qualifications in Occupational Studies – Engineering and Engineering Services 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 - ENGINEERING AND ENGINEERING SERVICES

Principal Moderator's Report

Introduction

It is pleasing to see the range of practical activities that have been developed to comply with the assessment outcomes of the new specification.

Generally the candidate evidence presented indicates improvement with regard to the following;

- Clearer indication of the marks being allocated to the three sections AO1, AO2 and AO3 and transfer to the final marking frame.
- Better breakdown and annotation of marks for individual tasks and sections.
- More individual identification of the topics and tasks within the sections.
e.g. Health & Safety, Knowledge, Careers and Environment.

All centres undertaking Occupational Studies must support candidates to achieve the best possible outcome for their ability. This includes giving 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 A03

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.

Basic Fast - Fit Operations

This unit is well delivered by centres that are generally well equipped and resourced to offer a range of tasks associated with this specification. The assessments are completed by observation and examination of practical activities supported by job cards, check sheets and supporting photographic evidence.

Electronic Circuit Construction

This unit is popular with schools and colleges. The assessment is by observation, examination and testing of tasks and supporting photographic evidence with a range of questions to cover all other aspects of the unit.

Electrical Wiring Installation

This unit does not require large start up costs other than tools and materials, testing equipment and mounting/display boards and is becoming very popular with centres. The assessment is by observation, examination and testing of tasks. The practical tasks must be supported by photographic evidence with a range of questions to cover other aspects of the unit.

Maintenance of Land - based Machinery

This unit is only delivered by FE centres that are generally well equipped and resourced to offer a range of tasks associated with the agriculture industry. The assessments are completed by observation and examination of practical activities supported by job cards, check sheets and supporting photographic evidence. No centre taking this unit required any adjustment to marks due to the good quality work which was well documented and supported by photographs and drawings.

Manufacturing Techniques - Sheet Metal

This unit is well delivered by centres that are generally well equipped and resourced to offer a range of tasks associated with the fabrication industry. A few schools who delivered this unit found it difficult to bend the sheet metal. The assessments are completed by observation and examination of practical activities and supporting photographic evidence.

Plumbing

The assessment is by observation, examination and testing of tasks and supporting photographic evidence with a range of questions to cover all other aspects of the unit. This unit requires considerable resources in order to deliver it successfully.

Vehicle Servicing and Valeting Operations

This unit is well delivered by centres that are generally well equipped and resourced to offer a range of tasks associated with vehicle valeting and servicing within the vehicle industry. The assessments are completed by observation and examination of practical activities supported by job cards, check sheets and supporting photographic evidence.

Vehicle Technician Operations

This unit is well delivered by centres that are generally well equipped and resourced to offer a range of tasks associated with the vehicle industry. It is good practice for centres to have a minimum of four cars in order to deliver this unit to an average class of 16 students. The assessments are completed by observation and examination of practical overhaul activities supported by job cards, check sheets and supporting photographic evidence. This unit requires the candidate to demonstrate a fair degree of knowledge, application and dexterity to achieve successful outcomes.

There were no entries for the following units:

- Basic Vehicle Body Components and Fitting
- CAD (Computer Aided Design)
- Manufacturing Techniques – Hand Fitting

Contact details

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