



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

(January Series) 2015

Principal Moderator's Report

occupational studies

Business and Services

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies – Business and 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 - BUSINESS AND SERVICES

Principal Moderator's Report

Introduction

All moderators reported that in general the work submitted for moderation was of a good to excellent standard particularly in the practical activities undertaken by the candidates following Business and Service programmes. The quality of candidate evidence, in most centres, was of a very high standard reflecting the specification requirements and assessed in accordance with the set criteria. A wide variety of teaching activities and assessment methods were observed resulting in good candidate outcomes being achieved by the majority of candidates. Where photographic evidence was used this showed candidates performing realistic work activities and in most centres this was well documented with the candidate identifying the process involved.

Moderators strongly believe that centres who attended CCEA Occupational Studies Information sessions and/or Agreement Trials had a clear understanding of the requirements of the qualification. Internal standardisation was recorded as being carried out in all centres except in cases where there was only one tutor delivering the course, however, moderators would like to see more evidence of standardisation being carried out across the units within the Business and Services qualification rather than simply unit based.

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.

Childcare: The Play Environment

Most centres provided good folders of evidence for this unit. In general, centres used a variety of questioning to assess knowledge and understanding of the materials and skills relating to this unit. The majority of centres provided candidates with the opportunity to research three relevant careers and to consider the environmental issues associated with the play environment.

The evidence for the practical aspect of the qualification was excellent in the majority of cases. Candidates displayed imaginative skills when designing visual aids and creating games. Excellent feedback was provided by most tutors to candidates, and this helped them when self-evaluating their performance.

In general candidates' portfolios of evidence were well presented with CCEA Candidate Unit Tracking Grids used to record candidate marks. All candidates completed diaries showing progression throughout the year/semester.

Communicating in an Office or Business Environment

All centres provided candidates with the opportunity to address the requirements of the Health and Safety at Work Act (HASAWA), and to a limited extent environmental issues relating to this unit. In the majority of centres candidates researched three relevant careers adequately.

In most centres moderated the standard of work produced was of a high standard. A wide variety of teaching activities and realistic practical assessments which enhanced the candidate experience resulted in higher candidate outcomes being achieved. Role play and simulated exercises formed the basis of much of the practical assessments. Good records of teacher observations and witness statements provide evidence for achievement.

In a few centres some work assessed as a practical activity was in reality knowledge and understanding of the skills and materials associated with the unit.

There was clear evidence in the majority of centres showing how the candidates were assessed. Most centres provided transparent mark schemes showing the marks for each of the grading criteria.

Contemporary Cuisine

In general the candidates 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 candidates being asked to list three careers instead of researching these. It would be encouraging to see candidates show evidence of site visit/s 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 candidates. The candidates 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 carried 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.

Creative Styling Using Blow-Drying Techniques

In general good transparent marking grids were provided showing how marks were awarded. There was good photographic evidence, in most candidate portfolios, with annotation from the candidate to support the photographs. Internal standardisation had taken place in most centres moderated.

Most centres need to include more stretch and challenge questioning to enable the more capable candidates to demonstrate their full knowledge, specifically in the area of related skills and careers.

Candidates should be encouraged to reflect on their practical work and suggest improvements which could be made rather than simply describing the activity. This will enable the candidate to access higher marks for their evaluations.

Customer Service

Most centres provided the candidates with the opportunity to demonstrate their knowledge and understanding in relation to the Health and Safety at Work Act, Careers and Environmental issues as well as the skills and materials related to this unit.

Centres used practical/real selling opportunities to demonstrate competence and this should be developed in all centres who select this unit.

A wide variety of assessment methods were in evidence e.g. work product, observations, oral presentations, witness statements and role plays. Overall evidence was well presented, clearly referenced with good feedback and transparent marking evident in many cases. In order to ensure that candidates achieve a Level 2 qualification, tutors should encourage more in depth candidate analysis and evaluation of their own performance.

Facial Skincare

In some centres the recall of knowledge questions tended to be simplistic not allowing candidates to show the full extent of their knowledge. Centres should use a combination of open and closed questions.

For the practical work, most centres produced excellent photographic evidence suitably annotated and showing various stages of the process. Tutor observation and witness statements were also used as evidence.

Candidate evaluations of their own performance in the majority of centres tended to merely state what was done rather than focusing on how the task could be improved, thereby demonstrating that learning had taken place. Marking for this criteria tended in most centres to be lenient.

Manicure and Nail Art

In some centres the recall of knowledge questions tended to be simplistic not allowing candidates to show the full extent of their knowledge. Centres should include some questions to stretch and challenge their candidates. More opportunity should be given to candidates to allow them to fully research three relevant careers.

For the practical work, most centres produced excellent photographic evidence suitably annotated and showing various stages of the process. Tutor observation and witness statements were also used as evidence.

Candidate evaluations of their own performance in the majority of centres tended to merely state what was done rather than focusing on how the task could be improved, thereby demonstrating that learning had taken place. Marking for this criteria tended in most centres to be lenient.

Modern Office Procedures

Tutors used a variety of methods to assess candidates' knowledge and understanding of the Health and Safety at Work Act, Careers and Environmental issues relevant to this unit.

Realistic practical assessments enhanced the candidates' experience resulting in good candidate outcomes being achieved. All aspects of mail handling, together with manual and electronic filing systems, gave candidates an insight into modern office procedures. Good records of teacher observations and witness statements provide evidence for achievement.

Candidates were provided with the opportunity to evaluate their practical work and the unit in general.

There was clear evidence in the majority of centres showing how the candidates were assessed, and transparent mark schemes showing the marks for each of the grading criteria.

Modern Retailing

Knowledge and understanding of the Health and Safety at Work Act, Careers and Environmental issues, together with the material and skills relevant to this unit, were generally assessed by written questioning and clear marking criteria was provided by centres.

To meet the specification requirements for the unit, centres that developed links with local retail organisations benefited from educational visits and guest speakers. Examples of the practical assessment evidence included candidates setting up and selling a variety of products. This provided them with the opportunity to demonstrate their interpersonal skills, handling enquires and complaints, receiving payment, merchandising and stock handling skills. Good photographic evidence and tutor observation records provided evidence for the practical grading criteria.

Candidates need more guidance when completing task and final evaluations to ensure they have the opportunity to achieve high grades.

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 comment which can be used as evidence for AO3. Final evaluations need to be further developed in order to allow the candidates to achieve higher level marks. There was little evidence provided in many of the portfolios of internal standardisation.

Shampooing & Conditioning Treatments

In some centres the recall of knowledge questions tended to be simplistic not allowing candidates to show the full extent of their knowledge. Centres should include some questions to stretch and challenge their candidates. More opportunity should be given to candidates to allow them to fully research three relevant careers.

For the practical work, most centres produced excellent photographic evidence suitably annotated and showing various stages of the process. Tutor observation and witness statements were also used as evidence.

Candidate evaluations of their own performance in the majority of centres tended to merely state what was done, rather than focusing on how the task could be improved, thereby demonstrating that learning had taken place. Marking for this criteria tended in most centres to be lenient.

The Physical Care of Babies

Most centres provided excellent folders of evidence for this unit. A variety of open and closed questioning together with transparent mark schemes was available for moderation.

The evidence for the practical aspect of the qualification was mainly photographic, suitably annotated with tutor observation and witness statements. Tutors provided excellent feedback to candidates, and this helped candidates when self-evaluating their performance.

Candidates were given the opportunity to evaluate their performance in the practical activities and make suggestions for improvement as well as evaluating the entire unit.

Folders of evidence were very well presented with CCEA Candidate Unit Tracking Grids used to record candidate marks. Clear evidence of progression throughout the year/semester was evident in the candidate diary.

Using Office Technology

Most centres provided good opportunities for the candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act and environmental issues relating to using office technology. A variety of questioning was used to assess the candidates' knowledge of the skills and material required when working with office technology. In order to allow the more able candidates to achieve their full potential, centres should include more stretch and challenge questioning.

The standard of practical work produced in all centres moderated was of a high standard. A wide variety of teaching activities and realistic practical assessments which enhanced the candidate experience, resulted in higher candidate outcomes being achieved. This unit helps to develop the candidate's literacy, numeracy and ICT skills as well as the wider skill of team working.

Candidates were given the opportunity to evaluate their performance in the practical activities and make suggestions for improvement. They were also encouraged to evaluate the entire unit.

There was clear evidence in the majority of centres showing how the candidates were assessed, and transparent mark schemes were included showing the marks for each of the grading criteria.

There were no entries for the following units:

- Logistics and Transport
- Vehicle Servicing and Valeting Operations

Contact details

The following information provides contact details for key staff members:

- Specification Support Officer: Nuala Tierney
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