



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

(Summer 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 & 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

Contents

Principal Moderator's Report	3
Contact details	8

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

Principal Moderator's Report

Introduction

The number of Occupational Studies qualifications cashed in for the summer 2015 series has increased by 5921 candidates when compared with the summer series 2014. The moderation team highlighted the excellent achievements of so many learners in this moderation series.

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 first few pages of candidates' evidence:

- Signatures to confirm authenticity (candidate and teacher/lecturer)
- Marking grid clearly demonstrating where marks are awarded under all 10 assessment objectives
- Unit specification

CCEA Support Structure

The percentage of centres adjusted this series has dropped considerably from 6.5 percent last year to 2.6 percent this year. One contributory factor to this is the increased attendance at Agreement Trials, and support provided through Portfolio Clinics and Centre Visits. The Moderation Team would strongly recommend that both new and existing centres make use of this support structure provided by CCEA.

Reports to Centres

The TAC6 report provides detailed feedback on each unit within the pathway submitted for moderation under the headings AO1, AO2 and AO3. These reports provide centres with detailed and constructive feedback.

Structure of Candidate Evidence

Centres need to fully comply with the new specification under AO1, AO2 and AO3.

A01

Some good opportunities were provided for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act 1974 as applied to the specific occupational areas. Assessment tasks related to career opportunities in most cases were good.

There was a lack of focus on environmental issues with many centres misunderstanding where the focus should be. The environmental impact of the occupational area should be highlighted with good questioning which allows for stretch and challenge.

The questions relating to the materials and skills provided most candidates with opportunities to demonstrate their knowledge and understanding, however in some centres there was an over reliance on handouts which mitigated against individual performance. Please do not include teacher/lecturer handouts in candidates' portfolios.

The best centres allowed candidates to complete a range of questions and carried out their own individual research.

A02

Most centres provided and facilitated excellent practical assessments. The evidence presented included a wide range of well labelled photographs. The photographs were of the individual candidate and clearly annotated to describe what was happening. All six learning outcomes were evidenced by teacher/lecturer observation/witness testimonies. Detailed comments on candidate's performance were also included. Difficulties occurred in moderation where there were group photographs with no annotation and the candidate was not clearly identified. The most successful centres paid particular attention to the Learner Unit Tracking Grid highlighting achievement under each of the criteria, with a clear mark scheme also included.

A03

In the task evaluation candidates must focus on the stages of the task as highlighted in the assessment criteria; many focused solely on the actual task and failed to evaluate their performance in each section.

The final evaluations in most centres were poor. This is a higher level task which expects candidates to evaluate their experience throughout the entire unit highlighting their strengths and weaknesses.

Evaluations are still very descriptive rather than evaluative although marks awarded are more in line with the specification. Detailed reflections of personal performance that clearly identify strengths, weaknesses and areas of improvement should be encouraged.

The general comments above on AO1, AO2 and AO3 apply to all units and will not be highlighted again for individual units.

Internal Moderation/Verification

All units within a qualification must be internally moderated/verified. This was a major problem in some 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 qualification 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 pull down the overall marks for a complete qualification. Some of the adjustments to centres this year were as a result of poor internal verification.

Animal Care

A number of centres completed this unit successfully. Very well organised visits were carried out to a number of animal care centres where candidates were involved in assisting staff. Excellent use was also made of animal experts who offered guidance to candidates and assisted with assessments. The spread of disease when working with animals was successfully covered during assessment. The delivery of basic treatments posed a problem for a number of centres. More evidence is also required on moving and restraining animals correctly and safely. Some excellent photographic evidence was presented by centres with candidates clearly enjoying caring for small animals.

Horticulture Caring for Plants and Flowers

This was a very popular unit with centres providing examples of creating hanging baskets, containers and floral gifts. There were some difficulties with the presentation of evidence to justify marks awarded to individual candidates. Observations/witness testimonies did not contain sufficient information from teachers/lecturers to justify marks awarded. In one centre comment on performance was 100%. The moderation team requires detailed description on what the teacher/lecturer means by 100%. Photographic evidence was of groups of candidates and some did not identify individual candidates.

There were major Health and Safety issues for centres where candidates did not use PPE in outdoor areas while working with tools. Some very good evidence presented on dealing with pests.

Horticulture Growing Plants in a Sustainable Way

This unit was usually completed by centres who also delivered Caring for Plants and Flowers.

There were some very good examples of setting up a composting area and using it to make compost from garden and kitchen waste. There was evidence presented in some centres of the individual candidates carrying out this activity. This practice should be carried out in all centres delivering this unit. Photographic evidence of tools was used by a number of centres in AO2. The photographic evidence should show the candidate actually using the tools correctly in the various practical activities. There was very good evidence presented on plant aftercare including detailed leaflets presented. There was limited focus on the different methods of propagation. The importance of using gloves must be emphasised when using rooting powder. It is vital that all centres comply with Health and Safety requirements and ensure all learners wear PPE. The final activity, the plant stall, was completed successfully by most centres.

Reminiscence with Individuals in a Care Environment

There was limited uptake of this unit. Centres who delivered this unit worked hard to generate evidence. Candidates regularly visited day care facilities, sheltered accommodation and nursing homes and engaged with clients.

There were some difficulties experienced with the stages of reminiscence in some centres. Some excellent photographic evidence presented with candidate clearly engaged in reminiscence. It is important to present evidence on how to manage any risks associated with the activity, clear photographic evidence of the activity with detailed observation carried out by teacher/lecturer outlining the learning outcomes achieved and why the marks were awarded. The evidence presented by the candidate should include the plan for the activity, the list of questions and the formal review. The formal review should be carried out following the activity.

Running a Leisure Event

Some good work carried out on choice of event. Candidates carried out feasibility studies, presented evidence of planning, sharing roles and carrying out the activities. All photographic evidence must be clearly annotated. This is most important as candidates' roles must be identified. The practical activities were in most cases successfully completed by the candidates. Action plan and evidence on skills should be individual to each candidate. Moderators reported problems in centres where there were no detailed observations by teachers/lecturers. These observations should provide evidence to justify marks awarded for each of the learner outcomes. This must be accompanied with photographs of at least the beginning, middle and end of session. Annotation on what is happening in the photograph must be completed by the candidate.

Sports Leadership

Centres delivering this unit provided evidence of some good examples of coaching in a number of sports.

The practical activities were in most cases successfully completed by the candidates. Moderators reported problems in centres where there were no detailed observations by teachers/lecturers. These observations should provide evidence to justify marks awarded for each of the learner outcomes. This must be accompanied with photographs of at least the beginning, middle and end of session. Annotation on what is happening in the photograph must be completed by the candidate.

Tour Guiding

This unit was completed by a small number of centres. It is good practice for candidates to visit areas of interest and observe the role of the tour guide. There was limited evidence presented of the candidates undertaking the role of the Tour Guide. Evidence was presented of some candidates meeting and greeting foreign visitors in their own language and providing information related to the tour.

Working in a Care Environment

Centres delivering this unit made good use of visits to childcare environments. This assisted candidates in the presentation of evidence. Guest speakers were used very successfully to deliver first aid training and provide assistance with assessments. There was very good photographic evidence presented. The evidence was clearly annotated and accompanied by witness testimonies.

The three assessed activities were successfully completed by centres. The main focus of assessment one and three was working with children. It would be beneficial to see future focus on other care areas.

Working in Tourism

Careful organisation of portfolios is vital to the moderating process, and in this unit many centres had taken time to do this. Marks were easily found and linked to the overall marking grid. Most centres described key characteristics of different customer profiles and showed an understanding of why different destinations appeal to different customers. The requirement to compose and deliver a short script to a group of tourists was not addressed well. More work is required by centres on this area.

Contact details

The following information provides contact details for key staff members:

- Specification Support Officer: Nuala Tierney
(telephone: (028) 9026 1200, extension: 2292, email: ntierney@ccea.org.uk)
- Officer with Subject Responsibility: Dawn Agnew
(telephone: (028) 9026 1200, extension: 2445, email: dagnew@ccea.org.uk)