



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

(Summer 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](http://www.ccea.org.uk)



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# LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - BUSINESS AND SERVICES

## 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 most popular units in this qualification were Contemporary Cuisine, Facial Skin Care, Shampooing and Conditioning and Childcare The Play Environment. 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 heading of 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.

### AO1

The section should include candidates' evidence to comply with Health and Safety, Careers and related Environmental issues. Opportunity must be provided for stretch and challenge to allow more able candidates to demonstrate their ability.

### AO2

It is pleasing to see that an increased number of centres are including more photographs as part of their evidence. A wide variety of teaching activities and assessment methods were observed resulting in high learner outcomes being achieved by the majority of candidates. Where photographic evidence was used this showed learners performing realistic working activities and in most centres this was well documented with the learner identifying the process involved.

### AO3

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 identifies strengths, weaknesses and areas of improvement should be considered.

## Internal Moderation/Verification

All units within a pathway 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 pathway must have the same rigor applied relating to learner outcomes. The negative impact of not doing 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 pathway. Some of the adjustments to centres this year were the result of poor internal verification. It was also pleasing to note that some centres had made positive adjustments to marks as a result of internal moderation.

## Childcare: The Play Environment

Most centres provided good to very good portfolios of learners' evidence for this unit. A variety of open and closed questioning together with transparent mark schemes were available for moderation.

In the majority of centres the evidence for this practical element of the unit was clear with photographic evidence annotated by the learners. Most centres produced annotated photographs clearly showing the various stages in the practical process, and the majority of tutor observation sheets were clearly annotated and justified the mark awarded. Most centres submitted the actual finished product that was designed by the learner for the practical task of creating a game and the visual aids used when reading a story. This provided further clarification for the marks awarded by the tutor.

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

## Communicating in an Office or Business Environment

Good opportunities were provided for learners to demonstrate knowledge and understanding of materials and related skills. Moderators observed a good range of questions used to stretch and challenge learners. The standard of work produced in most centres moderated was of a high standard. A wide variety of teaching activities and realistic practical assessments which enhanced the learner experience resulted in good learner outcomes being achieved. Teachers used role play and simulated exercises to assess the learner outcomes relating to making and receiving telephone calls. Good records of teacher observations and witness statements provide evidence for achievement.

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

## Contemporary Cuisine

In general the learners 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 learners being asked to list three careers instead of researching these. It would be encouraging to see learners 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 learners. The learners provided a very good range of suitable tasks as per specification requirement; 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 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

Good transparent marking grids were provided by most centres to show how marks were awarded. There was good photographic evidence with annotation from the learner to support the photographs. Internal standardisation had taken place in most centres moderated. Generally the marking was within tolerance, but some centres need to include more stretch and challenge questions for the more capable learners, specifically in the area of related skills and careers.

Candidates also must be given the opportunity for more self-reflection rather than descriptive writing in their evaluations. This would allow them to achieve higher marks for this criterion.

## Customer Service

Most 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 learners achieve a Level 2 qualification, tutors should encourage more in depth learner analysis and evaluation of their own performance.

In a minority of centres the evidence for the six AO2 criteria took the form of written assessment with candidates not being provided with the opportunity to demonstrate their practical skills. This resulted in lower outcomes being achieved.

## Facial Skincare

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.

In some centres the recall of knowledge questions tended to be simplistic not allowing learners to show the full extent of their knowledge. Centres should use a combination of open and closed questions, ensure learner research and present evidence for three career opportunities.

Learner 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 to be slightly lenient in a few centres.

## Logistics and Transport

All centres embraced the revised specification criteria. The majority of centres produced excellent evidence enabling the learners to achieve high grades. Whilst all centres provided evidence for Health and Safety issues, some failed to provide learners with the opportunity to demonstrate evidence of researching three careers. The majority of centres needed to provide more opportunities for learners to demonstrate their knowledge and understanding of environmental issues.

Centres who arranged educational visits and guest speakers related to the specification criteria, enhanced the learners' experiences by relating theory to practical experience.

The practical assessment requires learners to carry out and present School Travel/Traffic Speed Surveys, local traffic issues, plan and cost a journey using maps and timetables and consider the logistics/supply chain issues of a local supermarket. Several centres failed to provide learners with the opportunity to meet these criteria thereby disadvantaging their learners. All centres provided some evidence of carrying out risk assessments and safety measures.

Tutors who encouraged their learners to identify their strengths and weaknesses and suggest how they could improve their performance provided opportunities to achieve higher marks.

## Manicure and Nail Art

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.

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

Learner 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 a few centres to be slightly lenient.

## Modern Office Procedures

Tutors used a variety of methods to assess learners' knowledge and understanding. The majority of centres provided satisfactory evidence to cover Health and Safety. The majority of centres

provided basic evidence for career opportunities and environmental issues. More emphasis needs to be paid to these issues in future assessments.

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

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

## **Modern Retailing**

Knowledge and understanding was generally assessed by written questioning and clear marking criteria was provided by centres. In the majority of centres, learners were provided with good opportunities to demonstrate their knowledge of Health and Safety issues. In a minority of centres learners were not provided with sufficient opportunity to research and report on three career options and this was reflected in the mark awarded.

To meet the specification requirements the unit centres that developed links with local retail organisations benefited from educational visits and guest speakers. Examples of the practical assessment evidence included learners setting up and selling a variety of products. This provided them with the opportunity to demonstrate their interpersonal skills, handling enquiries and complaints, receiving payment, merchandising and stock handling skills. Good annotated photographs together with tutor observation records provided evidence for AO2 grading criteria.

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

## **Patisserie and Baking**

In general the learner's portfolios contained all the evidence required to enable achievement. The language was appropriate for the level of learner and the layout was clear and simple to follow. In all centres the learners work, observation records and photographic evidence had been authenticated by both learner and tutor. Learners are required to provide photographic evidence of the processes in the practical activities undertaken, not just the finished product.

In general learners provided good evidence of safe working practices in a work environment. However, in relation to careers some learners just listed rather than described or illustrated different job roles.

The practical activities were realistic and completed to a high standard. All centres provided learners with the opportunity to meet the requirements of the specification.

In a minority of centres learners' final evaluations need to be further developed in order to allow the learners to achieve higher marks.

## **Shampooing and Conditioning Treatments**

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. The specification requires learners to demonstrate shampooing and conditioning long and short hair. Some learners were only provided with the opportunity to demonstrate this on long hair. Not meeting the specification requirements will reflect in the outcomes achieved.

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

Learner 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 some centres to be slightly 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 were 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 learners and these helped learners when self-evaluating their performance.

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

## **Using Office Technology**

The standard of work moderated ranged from satisfactory to very good. A wide variety of teaching activities and realistic practical assessments which enhanced the learner experience resulted in higher learner outcomes being achieved. This unit helps to develop the learner's literacy, numeracy and ICT skills as well as the wider skill of team working.

In a minority of centres learners were not provided with the opportunity to demonstrate their practical skills using the photocopier or fax machine, and this impacted on the final outcome.

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

## **Vehicle Servicing and Valeting Operations**

In some centres the evidence for knowledge and understanding tended to be simplistic and did not allow students to demonstrate their full potential. Centres should use a combination of open and closed questions.

Evidence for practical work in the majority of centres was photographic, this needs to be annotated, signed by both tutor and learner together with either witness statements or tutor observations.

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

## Contact details

The following information provides contact details for key staff members:

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