



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

(Summer Series) 2015

## Principal Moderator's Report

occupational  
studies  
*Construction*



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies - Construction 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 Moderators Report	3
Contact details	7



# LEVEL 1 AND LEVEL 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - CONSTRUCTION

## 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 Carpentry and Joinery closely followed by Bench Joinery.

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 Existing Centres

The TAC6 report provides detailed feedback on each unit within the pathway submitted for moderation under the headings 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 work 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 carrying out this process correctly is that a unit which has been marked too high 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 following internal moderation.

## **Individual Unit Reports**

### **Bench Joinery**

The majority of centres have developed workbooks for this unit. There are still some who have marked leniently because of questions that are too basic and simplistic. Although these are marked correctly and given top marks, the questions sometimes do not cover the requirements of the specification nor are they sufficiently demanding to warrant the top band of marks. Care should be taken so that three careers are researched as required. More stretch and challenge questions should be used to differentiate between candidates. Environmental questions dealing with recycling and re-using as well as conservation of energy, should be considered. The tools and materials were covered well in most cases. The exemplar can be altered and added to as suits the requirements of the candidates. In the AO2 section of the specification most centres covered the requirements of the specifications. However, there are still some centres that are not covering all of the joints in one product. The example given for this unit is a coffee table, and most candidates produced a very sound and well manufactured end product. The photographic evidence is crucial for the moderation process, and it is not sufficient to have just one photograph of the completed product. There should be supporting evidence of an annotated series of photographs of the construction process at various stages. There were also some very helpful annotated portfolios where the teacher has shown the candidate support and encouragement throughout the process. The quality of the practical work is, as ever, very impressive with some very well made products. The candidates also seem to enjoy the unit and are proud of their efforts. Most of the candidates were only able to give descriptive responses to the evaluation questions AO3. These were rather leniently marked and some more work on this section is advised.

## **Bricklaying**

Those centres who achieve consistent outcomes in this section normally have a well-structured candidates work pack. AO2 - Most centres supplied a good mark grid and photographs. Generally marking was satisfactory. It is good practice that each candidate's work should be supported by at least seven photographs. AO3 - Most candidates completed evaluations which were basic to satisfactory but were generally marked realistically.

## **Carpentry and Joinery**

Although the majority of centres have used the exemplar booklet as a starting point, they have made adjustments which make questions too basic and simplistic. Although these are marked correctly and given top marks, the questions sometimes do not cover the requirements of the specifications or they are not sufficiently demanding to warrant the top band of marks. Care should be taken so that three careers are researched as required. More stretch and challenge questions should be used to differentiate between candidates. Environmental questions dealing with recycling and re-using as well as conservation of energy, should be considered. The tools and materials were covered well in most cases. The exemplar can be altered and added to as suits the requirements of the candidates. In AO2 practical activities, most centres covered the requirements of the specifications. However, there are still some centres that are not covering all of the joints in one product. The example given for this unit is a birdhouse, and most candidates produced a very sound and competently manufactured end product. The photographic evidence is crucial for the moderation process, and it is not sufficient to submit just one photograph of the completed product. There should be supporting evidence of an annotated series of photographs of the construction process and stages. There were also some very helpful annotated portfolios where the teacher/lecturer have provided the candidates with support and encouragement throughout the process. The quality of the practical work is, as ever, very impressive with some very well made products. The candidates seem to enjoy the unit and are proud of their efforts. Most of the candidates were only able to give descriptive responses to the evaluation questions. These were rather leniently marked and some more work on this section is advised. The candidates could make some qualitative response about how the end product could be changed or adjusted to improve its appearance, for example.

## **Hard Landscaping**

Those centres who achieve consistent outcomes in this section normally have a well-structured candidates work pack. AO2 - Most centres supplied a good mark grid and photographs. Generally marking was satisfactory. It is good practice that each candidate's work should be supported by at least seven photographs. AO3 - Most candidates completed evaluations which were basic to satisfactory but were generally marked realistically.

## **Painting and Decorating**

A small number of centres delivered this unit. The centres produced good practical work using a variety of different types of paint. The evaluation component AO3 still requires more evaluative rather than descriptive statements. Most candidates completed evaluations which were basic to satisfactory, but were generally marked realistically.

## **Plastering**

The Learner evidence presented was by way of photographic evidence and witness statements. Problems are appearing in some centres for AO1 and AO3, with the correct methods and proper specification not being applied; however, there has been an improvement from the summer series last year. Marks awarded for AO1 are always obtained from candidates answering set questions. These are mainly very short responses which often lack detail. AO3 - Most

candidates completed evaluations which were basic to satisfactory but were generally marked realistically.

### **Plumbing**

Most centres produced very good practical work which complied with all the requirements of the specification. A good story board of evidence was present reinforced by photographs. In a few cases the AO3 section was marked slightly leniently, however, generally marks fell within tolerance.

### **Tiling**

Marks awarded for AO1 are generally gained by candidates completing worksheets. An increased number of open-ended challenging questions should be used for Careers and Environmental issues. As evidence for AO2 most centres supplied a good mark grid and photographs. Generally marking was satisfactory. It is good practice that each candidate's work should be supported by at least seven photographs. Most candidates completed evaluations which were basic to satisfactory but were generally marked realistically.

## Contact details

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