



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

(Summer Series) 2015

Principal Moderator's Report

occupational studies

Design and Creativity

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies – Design and Creativity 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 - DESIGN AND CREATIVITY

Principal Moderator's Report

Introduction

The number of Occupational Studies qualifications cashed in for the summer series 2015 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 supporting 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 for more 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 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 is recommended that centres should show clear documentary evidence of internal moderation having taken place to support the TAC2 forms.

Contemporary Cuisine

Generally the learners provided good evidence of Health and Safety issues, and in particular safe working practices in a working environment were well understood. Environmental issues, local careers opportunities and knowledge of materials for each section were well covered in the majority of centres. However, in some instances the questions in relation to careers were too simplistic, with learners being asked to list 3 careers instead of researching these in detail. It would be useful if learners would show evidence of site visit(s) to professional Catering establishments which would support their understanding of career opportunities in the Hospitality Industry. As in previous moderations there is scope for more stretch and challenge questions in order to differentiate between learners. The learners provided a good range of suitable tasks as per specification requirements; however some centres did not clearly show transparent marking grids. 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 out. It is also recommended that centres show

various stages of the preparation and cooking process, and it is best practice to show photographs of the candidates together with the final product produced. Evaluations were satisfactory but could have been more reflective and analytical. There was little evidence provided in many of the portfolios of Internal Standardisation or Internal Moderation having taken place.

Creative Hairstyling on Long Hair

This was quite a popular unit. Generally there was good coverage of Health and Safety, Careers and Materials/Knowledge. For AO2 there was generally good use of photographic evidence of the practical activities involved. The use of individual marking sheets for each stage of the practical work helped to facilitate the moderation process. Good teacher/lecturer annotation was present on most portfolios moderated.

In AO3 a minority of centres candidate evaluations were marked leniently. Candidates should be encouraged to present detailed and well-reasoned evaluations outlining their strengths, weaknesses and areas to be improved. Internal standardisation was carried out in most centres, but this needs to be clearly evidenced by the use of appropriate documentation.

Creative Hair Styling Setting Techniques

There were no candidates for this unit.

Creative Styling using Blow Drying Techniques

Satisfactory opportunities were provided for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act 1974 as it applies to this occupational area. Opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options. In most centres good opportunities were provided for candidates to demonstrate their knowledge and understanding of the environmental issues related to this occupational area. The questions relating to the materials and skills required provided candidates with opportunities to demonstrate their knowledge and understanding. In most centres the questions provided stretch and challenge to candidates. Generally the practical assessment tasks undertaken were relevant and met the specification requirements. The Tutors provided well-annotated observation records to justify the marks awarded for the practical tasks.

There was good photographic evidence clearly demonstrating the various stages in the practical task(s) undertaken. This helped facilitate the moderating process. The evaluations presented by the candidates were generally of a good standard and were accurately marked. In the best centres they were detailed, well-reasoned and identified the candidates' strengths and weaknesses and made suggestions for improvement.

Enterprise Crafts

This was taken by a small number of centres. Good opportunities were provided for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act 1974 as it applies to this occupational area. Good opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options for Enterprise Crafts. In general good opportunities were provided for candidates to demonstrate their knowledge and understanding of the environmental issues related to Enterprise Crafts. The questions relating to the materials and skills provided candidates with very good opportunities to demonstrate their knowledge and understanding. The practical assessment tasks undertaken were relevant and met

the specification requirements. The teachers provided well-annotated observation records to justify the marks awarded for the practical tasks. There was good photographic evidence clearly demonstrating the various stages in the practical task(s) undertaken. This helped facilitate the moderating process. The evaluations presented by the candidates were of a good standard and were accurately marked.

Graphic Design

This unit was taken by an increasing number of centres this year. Generally the sample of work submitted ranged from satisfactory to excellent. The marking was consistent and in line with standards set out in specification. The students produced portfolios which included information relating to Health and Safety and the environment, however additional information regarding career opportunities needs to be explored.

The AO2 section of the portfolios was well presented. The sample of work submitted was of a good standard and covered a range of student interests. AO3 - Evaluations were included, but in the majority of instances these need to be more reflective and analytical in order to achieve higher level marks.

Interior Design

This unit was taken by a minority of learners, and some good work was produced. AO1 - Health and Safety and Environmental issues although addressed needs some additional stretch and challenge in order to enable candidates to attain higher marks. There was good coverage of the theoretical aspects across all centres.

Good opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options.

AO2 – The practical assessment tasks undertaken were excellent allowing candidates to demonstrate all the specification requirements.

There was good photographic evidence clearly demonstrating the practical task(s) undertaken. Some excellent student work was presented in the centres, and it was clear that they enjoyed the unit.

AO3 – Evaluations were included and marked appropriately, however task evaluations in a minority of centres need to be expanded in order to enable higher marks to be attained. The marking was consistent and in line with standards set out in specification.

Patisserie and Baking

The sample of work submitted ranged from a 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. 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 out. It is also recommended that centres show various stages of the preparation and baking process, and it is best practice to show photographs of the candidates together with the final product produced. 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 comments which can be used as evidence for AO3 if the centre makes this clear in the final allocation of marks. Evaluations were

satisfactory but could have been more reflective and analytical. There was little evidence provided in many of the portfolios of Internal Standardisation or Internal Moderation having taken place.

AO3 – The evaluations presented by the candidates at end of sections and end of unit were of a good standard and appropriately marked.

Specialised Crafts

AO1 – This section was usually well-structured and provided satisfactory opportunities for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act 1974 as it applies to this occupational area. Satisfactory opportunities were provided for candidates to demonstrate their knowledge and understanding of the environmental issues. Both of these areas could be further developed to allow for stretch and challenge and differentiation between learners. Environmental issues could also be tailored more towards the craft area. Basic opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. In one centre candidates were requested to research two careers but the specification requires candidates to discuss three career pathways. The questions relating to the materials and skills required in this occupational area provided candidates with basic opportunities to demonstrate their knowledge and understanding.

In some centres there was good photographic evidence clearly demonstrating the production and end products in the practical task(s) undertaken. This helped facilitate the moderating process. Please ensure that all photographs are authenticated by both the tutor and the candidate. Generally the practical assessment tasks undertaken were excellent allowing candidates to demonstrate all the specification requirements. This allowed the candidates to demonstrate their creative skills and the final products were very colourful.

AO3 – The task and final evaluations presented by the candidates were usually of a good standard and were well-structured. It was clear that candidates enjoyed this unit.

Textile and Fashion Design

There were no candidates for this unit.

Total Beauty

The learners who took this unit produced good quality evidence which met the requirement of the specification. Generally there was good coverage of Health and Safety, Careers and Materials/Knowledge. For AO2 there was generally good use of photographic evidence of the practical activities involved. The use of individual marking sheets for each stage of the practical work helped to facilitate the moderation process. Good student annotation was present on most portfolios moderated.

It is recommended that good quality colour photographs are used as it is difficult to check the quality of the final outcome from black and white photographs. AO3 – In a minority of centres candidate evaluations were marked leniently. Candidates should be encouraged to present detailed and well-reasoned evaluations outlining their strengths, weaknesses and areas to be improved. Internal standardisation was carried out in most centres but this needs to be more clearly evidenced by the use of appropriate documentation.

Website Development

In the increasing number of centres who took this unit there was excellent summative and formative feedback to support the marks awarded. The evidence was generally very well presented. AO1 - Health and Safety and Environmental issues although addressed needs some additional stretch and challenge in order to enable candidates to attain higher marks.

Good opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. A detailed explanation of HTML coding was shown in many of the portfolios.

AO2 – In general the practical assessment tasks undertaken were excellent allowing candidates to demonstrate all the specification requirements.

There was good use of screen dumps which clearly demonstrated the practical task(s) undertaken. This helped facilitate the moderating process.

Good teacher annotation was used throughout the portfolios moderated.

Contact details

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