



CCEA Level 1 Award in Occupational Studies
CCEA Level 2 Award in Occupational Studies

January Series 2016

Principal Moderator's Report

occupational studies

Business 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 they observed good to very good practice in the delivery of units within the Business and Service pathway this series. The quality of candidate evidence presented was of a high standard. A wide variety of teaching activities and assessment methods were observed resulting in high 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.

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, some moderators reported that marks awarded for candidates' evaluations tended to be a little lenient.

The moderators observed that all units were successfully tailored to meet the needs of a wide range of learning abilities, and that the quality of the teaching and learning materials were of a good standard.

Moderators felt that a minority of centres needed further training to ensure that all centres clearly indicate how marks are awarded for each of the assessment criteria. 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 effective standardisation being carried out within the Business and Services qualification rather than unit based.

Childcare: The Play Environment

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

In the majority of centres the evidence for this practical element of the unit was clear with photographic evidence which was annotated by the candidates. Most centres produced annotated photographs clearly showing the various stages in the process, and the majority of tutor observation sheets were clearly annotated and justified the mark awarded. Centres submitted the actual finished product that was designed by the candidate 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.

Candidates were provided with the opportunity to evaluate their performance in the practical activities and these were marked appropriately. Candidates also evaluated the complete unit studied with the more able candidates suggesting how the study of this unit influenced their future career plans.

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

Communicating in an Office or Business Environment

Good opportunities were provided for candidates to demonstrate knowledge and understanding of the materials and related skills appropriate to this unit. Centres should ensure that candidates are provided with good opportunities to address the specification requirements relating to Health and Safety, Careers and Environmental Issues. Questioning which allows for stretch and challenge together with questioning requiring extended writing should be provided. This would allow the more able candidates to demonstrate their full knowledge and understanding of the topics. A variety of teaching activities and realistic practical assessments which enhanced the candidate experience resulted in good candidate outcomes being achieved. Teachers used role play and simulated exercises to assess the candidate outcomes relating to making and receiving telephone calls. Centres should consider using video and/or audio evidence for role plays and/or telephone calls. Good records of teacher observations and witness statements provide evidence for achievement.

Candidates evaluated the practical tasks and these were in most centres appropriately assessed. Candidates should be encouraged to evaluate the full range of activities in the end of unit evaluation and consider how the unit helped them develop their future career plan.

Teachers provided transparent mark schemes showing the marks for each of the grading criteria.

Creative Styling Using Blow-Drying Techniques

Centres provided candidates with the opportunity to carry out the practical activities required by the specification. Dolly-heads were used for practice. Practical assessments, where possible, should be carried out on peers – one long hair and one short hair. At least one practical assessment must be carried out on a peer.

In a minority of 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. Centres should also provide candidates with the opportunity to answer questions with extended writing.

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.

In a minority of centres candidates were not provided with the opportunity to fully research and report on different career options in this industry. This resulted in candidates achieving lower marks.

Centres must ensure they provide their candidates with the opportunity to answer stretch and challenge questions relating to the skills and materials required in this unit.

A 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.

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, resulting 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 candidates to show the full extent of their knowledge. Centres should use a combination of open and closed questions and ensure candidate research and present evidence for three career opportunities.

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 a few centres to be slightly lenient.

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 candidates to show the full extent of their knowledge. Centres should use a combination of open and closed questions. Candidates should be provided with the opportunity to answer some questions requiring extended writing for Health and Safety, Environmental Issues and materials and skills related to this unit. This would allow for differentiation between their candidates.

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 a few centres to be slightly lenient.

Patisserie and Baking

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

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

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

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

The Physical Care of Babies

Most centres provided very good folders of candidate evidence for this unit. A variety of open and closed questioning together with transparent mark schemes was available for moderation. Centres should consider providing candidates with some opportunity to engage in extended writing activities when answering questions relating to Health and Safety and Environmental Issues. This would allow for differentiation between the candidates. Centres must also relate the teaching of this unit to the working environment and not the home environment.

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. This helped candidates when self-evaluating their performance in the practical activities. It was also beneficial during the moderation process.

Centres provided good opportunities for candidates to evaluate their practical activities and the unit of study. The evaluations were marked appropriately.

The folders of evidence were very well presented with CCEA Learner Unit Tracking Grids used to record candidate marks. Clear evidence of progression throughout the year/semester was evident in the candidates' diaries.

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 candidates experience resulted in higher candidate outcomes being achieved. This unit helps to develop the candidates' literacy, numeracy and ICT skills as well as the wider skill of team working.

In a minority of centres candidates were not provided with the opportunity to demonstrate their practical skills using the photocopier or fax machine, and this impacted on the final outcome. Centres should consider using video and/or audio evidence to support the marks awarded for telephone and answering machine tasks.

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.

Candidates were provided with the opportunity to evaluate their own performance in the practical tasks and these were marked appropriately.

There were no entries for the following units:

- Contemporary Cuisine
- Logistics and Transport
- Modern Office Procedures
- Modern Retailing
- Shampooing and Conditioning Treatments
- Vehicle Servicing and Valeting Operations

Contact details

The following information provides contact details for key staff members:

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