



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

January Series 2016

## Principal Moderator's Report

# occupational studies

*Engineering and Engineering  
Services*



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies - Engineering and Engineering 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 - ENGINEERING AND ENGINEERING SERVICES

## Principal Moderator's Report

### Introduction

It is pleasing to see the range of practical activities that have been developed to comply with the assessment outcomes of the new specifications within this pathway.

Generally the candidate evidence presented indicates improvement with regard to the following:

- Clearer indication of the marks being allocated to the three sections AO1, AO2 and AO3 and these marks transferred to the learner unit tracking grid.
- Better breakdown and annotation of marks for individual tasks and sections.
- More individual identification of the topics and tasks within the sections e.g. Health and Safety, Knowledge, Careers and Environment.

All centres undertaking Occupational Studies must support candidates to achieve the best possible outcome for their ability. This includes giving access to appropriate assessment tasks and resources which cover the complete specification.

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 the first few pages of candidates evidence:

- Signatures to confirm authenticity (candidate and teacher/lecturer)
- Learner Unit Tracking Grid clearly demonstrating where marks are awarded under all 10 assessment outcomes
- Unit specification

### A01 content includes Health and Safety, Environment, and related Careers

(Time allocation to this section should equate to 10% of your overall time allocation i.e. approximately 7 hours of the 70 recommended guided learning hours.)

The assessment tasks should allow for stretch and challenge to provide differentiation between learners of various abilities

## Health and Safety

Health and Safety contains some common content such as the Health and Safety at Work Act (HASAWA) 1974 as it applies to the units within this specification.

(This represents four marks out of the total of ten marks for this assessment outcome.)

The assessment should include short answer questions, on Health and Safety issues appropriate to this unit. Slightly more demanding questions which demonstrate the candidate's ability should also be included. The final questions in this section should allow candidates to apply their knowledge, have a greater degree of rigor and be assessed through stretch and challenge questions.

## Careers

(This represents three marks out of the total of ten marks for this assessment outcome.)

Careers must relate to the occupational content of the unit. Candidates should relate this section to careers, job opportunities, annual salary, qualifications required and progression opportunities within the identified career. It is recommended that candidates identify three career pathways which relate to the unit of study.

An example of a 30 mark assessment should include short answer questions, nine marks which focus on the 3 careers associated with this unit. Slightly more demanding questions/tasks, nine marks. Demonstration of the candidate's ability to apply their knowledge will be assessed through stretch and challenge questions, 12 marks.

## Environmental

(this represents 3 marks out of the total of 10 marks for this assessment outcome.)

Environmental issues should also relate to the curriculum area being studied. Examples of topics which may be covered in this section include, sources of materials used, recycling materials, environmental footprint etc.

The assessment tasks offered within this section must allow candidates the opportunity to fully demonstrate their ability. This may include some short multiple choice tasks, but learners must also have assessment tasks which demonstrate stretch and challenge. Some of these tasks should have the opportunity for extended writing.

## Practical Outcomes AO2

Legitimacy of learner outcomes is essential. All practical work produced under AO2 must be supported by photographs that record the development of the AO2 project. Witness statements signed by the candidate and the teacher/lecturer together with appropriate evidence may also be used. The degree of complexity outlined in the specification must be reflected in AO2.

## Evaluations AO3

This section still needs to be focused on by many centres. Candidates tend to provide statements which are descriptive rather than evaluative of the task. Evaluations should also reflect on how the experience would impact on the candidates' outlook and career opportunities and choices.

In the majority of centres the candidates' diaries were very well presented detailing the learning process, and in certain cases some reflective evaluations were included which formed part of the assessment for AO3 task evaluations criteria.

Most moderators reported that marks awarded for candidates' evaluations tended to be lenient due to the descriptive rather than the evaluative nature of the content.

## **Internal Moderation/Verification**

All units within a pathway must be internally moderated/verified. This was a major issue in many centres. Schools and colleges should internally moderate/verify results within individual units and related units in the pathway or across pathways. All units within a centre 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 specific unit and all units moderated within the pathway.

## **Pathway Units Moderated in this series**

### **Electronic Circuit Construction**

This unit is popular with schools and colleges because of the limited space requirement for candidates and resources for the practical tasks. The assessment is by observation, assembly, soldering, examination and testing of practical tasks with supporting photographic evidence and a range of questions to cover all other aspects of the unit.

### **Electrical Wiring Installation**

This unit is also popular with schools and colleges. This unit does not require large start up costs other than tools and materials, testing equipment and mounting/display boards. The assessment is by observation, assembly, examination and testing of practical tasks. The practical tasks must be supported by photographic evidence with a range of questions to cover other aspects of the unit.

### **Manufacturing Techniques - Sheet Metal**

This unit is well delivered by centres that are generally well equipped and resourced to offer a range of tasks associated with the fabrication industry. A few schools who delivered this unit found it difficult to bend/fold the sheet metal and require the appropriate box and pan folder resource. The assessments are completed by observation and examination of practical activities and supporting photographic evidence.

### **Vehicle Servicing and Valeting Operations**

This unit is well delivered by centres that are generally well equipped and resourced to offer a range of tasks associated with vehicle valeting and/or servicing within the vehicle industry. The assessments are completed by observation and examination of practical activities supported by job cards, check sheets and supporting photographic evidence.

Please refer to Revised Specification S/IF/24/14 (on microsite) regarding amendment to assessment.

## Vehicle Technician Operations

This unit is well delivered by centres that are generally well equipped and resourced to offer a range of tasks associated with the vehicle industry. It is good practice for centres to have a minimum of 4 cars in order to deliver this unit to an average class of 16 students. The assessments are completed by observation and examination of practical overhaul activities supported by job cards, check sheets and supporting photographic evidence. This unit requires the candidate to demonstrate a fair degree of knowledge, application and dexterity to achieve successful outcomes.

Please refer to Revised Specification S/IF/24/14 (on microsite) regarding amendment to assessment.

**There were no entries for the following units:**

- Basic Fast-Fit Operations
- Basic Vehicle Body Components and Fitting
- Computer Aided Design (CAD)
- Maintenance of Land-based Machinery
- Plumbing

## Contact details

The following information provides contact details for key staff members:

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