



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

January Series 2016

## 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)



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# LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - CONSTRUCTION

## 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 specification. All centres undertaking Occupational Studies must allow candidates to achieve the best possible outcome given 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)
- Marking 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 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 three marks out of the total of ten 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, travel miles used to import products, 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.

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, most moderators reported that marks awarded for learners' evaluations tended to be lenient.

## Internal Moderation/Verification

All units within a pathway must be internally moderated/verified. This was still a problem in many 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.

## Bench Joinery

- AO1 – Generally well-marked but again more open challenging questions could be used for Careers and Environmental issues.
- AO2 – The project which the candidates made in one centre did not contain all the required joints, but generally marking was within tolerance. Good marking grids and photographs were supplied.
- AO3 – Again evaluations were basic to satisfactory and marked slightly too high.

## Carpentry and Joinery

- AO1 – All assessment tasks in most centres were comprehensively covered and well marked.
- AO2 – Bird house covered the specification requirements. Good photographs and marking grid validated marks awarded. Two centres awarded marks very leniently for the work produced.
- AO3 – Again basic to satisfactory evaluation responses, but marked within tolerance.

## Brickwork

- AO1 – Marks awarded for AO1 are generally gained by candidates completing worksheets. Some more open ended challenging questions could be used on Careers and Environmental issues.
- AO2 – Most centres supplied a good mark grid and photographs – one centre did not meet all the specification requirements in completing one task. 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.

## Hard landscaping

- AO1 – Marks awarded for AO1 are generally gained by candidates completing worksheets. Some more open ended challenging questions should be used for Careers and Environmental issues.
- AO2 – Most centres supplied a good mark grid and photographs – one centre did not meet the specification requirements in completing all the assessment outcomes. Generally marking was satisfactory. It is good practice that each candidate's work should be supported by at least seven photographs.

- AO3 – Most candidates' evaluations were basic to satisfactory but were generally marked realistically.

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

- Painting and Decorating
- Plastering
- Plumbing
- Tiling

## Contact details

The following information provides contact details for key staff members:

- Specification Support Officer: Nuala Tierney  
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