



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

January Series 2016

Principal Moderator's Report

occupational
studies
Environment and Society

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies - Environment and Society 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 - ENVIRONMENT AND SOCIETY

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 Environment and Society 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.

There has been a reduction in the number of centres requiring moderation in the Spring series.

Portfolio Structure

- Most centres provided well-structured portfolios of candidates' evidence.
- The front cover sheet included the pathway, unit name, candidate name and number, teaching centre name and number, administration name and number and completion date.
- Declaration of authenticity signed by candidate and teacher must be in each portfolio.
- Marking grid clearly demonstrating where marks were awarded under all assessment outcomes
- Unit specification
- My record with all evidence including page numbers and completed diary
- Most centres provided clear evidence of internal standardisation.

A01

- Some good opportunities were provided for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act (HASAWA) 1974 as applied to the specific occupational areas. Career opportunities in most cases were good.
- There was a lack of focus on Environmental Issues with some centres misunderstanding where the focus should be. The environmental impact of the occupational area should be highlighted with good questioning which allows for stretch and challenge.
- The questions relating to the materials and skills provided most candidates with opportunities to demonstrate their knowledge and understanding.

A02

- All centres provided very good practical assessments. The photographic evidence presented in most centres was clearly annotated by learner describing what was happening. Teacher observation/witness testimony clearly highlighted all six areas of AO2 with detailed comments on candidate's performance in most centres. Difficulties occurred in moderation where there was no annotation of photographic evidence and/or no witness testimony or observations records to justify the marks awarded.

AO3

- In the task evaluation candidates must focus on the stages of the task as highlighted in the assessment criteria. Some candidates provided basic descriptions.
- The final evaluations in some centres were poor. The candidates should evaluate the process throughout the entire unit highlighting their strengths and weaknesses.

The general comments above on AO1, AO2 and AO3 apply to all units.

Animal Care

No entries.

Caring for Plants and Flowers

No entries.

Growing Plants in a Sustainable Way

There were some very good examples of setting up a composting area and using it to make compost from garden and kitchen waste with evidence presented of the individual candidates carrying out this activity. This practice should be carried out in all centres delivering this unit. Photographic evidence for this unit should focus on each activity in AO2. The candidate should be photographed using the tools correctly in the various practical activities. The plant aftercare leaflet was successfully completed in most centres. It is vital that all centres comply with Health and Safety requirements and ensure all learners wear PPE. The final activity, the plant stall, was completed successfully by most centres.

Reminiscence with Individuals in a Care Environment

No entries.

Running a Leisure Event

Some good work carried out on choice of event. Candidates carried out feasibility studies, presented evidence of planning, sharing roles, carrying out the activities. All photographic evidence must be clearly annotated. This is most important as candidate's roles must be identified. The practical activities were in most cases successfully completed by the candidates. Action plan and evidence on skills should be individual to each candidate. Detailed observations by teacher providing evidence to justify marks awarded for each of the learner outcomes is very important. This must be accompanied with photographs of at least the beginning, middle and end of session.

Sports Leadership

No entries.

Working in Tourism

No entries.

Working in Care Environment

No entries.

Tour Guiding

There were some very good visits to areas of interest and guest speakers used in the delivery of this unit. The practical activities in some centres were carried out during visits. More use could be made of video recording or audio recordings. The observations on the role of the tour guide should be clearly documented. Evidence presented on the itinerary was of a good standard with more candidate work required on the production of a map of tour area. There was evidence presented of the candidate undertaking the role of the Tour Guide and meeting and greeting a foreign visitor in their own language.

Contact details

The following information provides contact details for key staff members:

- Specification Support Officer: Nuala Tierney
(telephone: (028) 9026 1200, extension: 2292, email: ntierney@ccea.org.uk)
- Officer with Subject Responsibility: Dawn Agnew
(telephone: (028) 9026 1200, extension: 2445, email: dagnew@ccea.org.uk)