



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

January Series 2016

## 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](http://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 moderation for the spring period went smoothly and it appears that the centres are becoming more aware of the demands of the revised Occupational Studies specification. Units were moderated in Contemporary Cuisine, Patisserie and Baking, Creative Hairstyling on Long Hair, Creative Styling using Blow-drying Techniques and Total Beauty.

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

### AO1 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) as it applies to the units within this specification. Health and Safety 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 3 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 a major 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.

## **Contemporary Cuisine**

There are still insufficient questions to provide stretch and challenge in order to differentiate between the more able candidates. A minority of centres did not provide sufficient evidence on Health and Safety, Careers and the Environment, with some centres simply providing a list of careers as opposed to a description of actual career opportunities available. The use of multiple choice questions for Health and Safety and the Environment do not meet the requirements of the specification. Candidates need to be asked more open ended questions to allow them to show their understanding. All of the practical tasks were accurately assessed and the awarding of marks was in line with the photographic evidence. It is considered good practice to show the various stages in the practical process as opposed to simply showing the final product. In some instances photographs were not linked to the work produced. Evaluations continue to show improvement from previous years, and in the majority of centres whilst staff are carrying out both task and final evaluations, most are insufficiently reflective to justify high marks. A minority of centres are using the diary as part of the evidence for evaluation.

## **Patisserie and Baking**

Although there was some improvement on the previous year's work, there are still insufficient questions to provide stretch and challenge in order to differentiate between the more able candidates. A minority of centres did not provide sufficient evidence on Health and Safety, Careers and the Environment, with some centres simply providing a list of careers as opposed to a description of actual career opportunities available. The use of multiple choice questions for Health and Safety and the Environment do not meet the requirements of the specification. Candidates need to be asked more open ended questions to allow them to show their understanding. All of the practical tasks were accurately assessed and the awarding of marks was in line with the photographic evidence. It is considered good practice to show the various stages in the practical process as opposed to simply showing the final product. In some instances photographs were not actually signed nor properly linked to the work produced. Evaluations have shown some improvement from previous years, and in the majority of centres whilst staff are carrying out both task and final evaluations, most are insufficiently reflective to justify high marks. A minority of centres are using the diary as part of the evidence for evaluation.

## **Creative Hairstyling on Long Hair**

An excellent range of materials were used to cover knowledge and to allow stretch and challenge for the more able candidates. Good photographic evidence was annotated by the candidate to support the assessment outcomes.

## 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 related to this occupational area. 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.

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.

## Creative Hairstyling using Blow-Drying Techniques

An excellent range of materials were used to cover knowledge and to allow stretch and challenge for the more able candidates. Good photographic evidence was annotated by the candidates to support the assessment outcomes.

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

- Creative Hair Styling Setting Techniques
- Blow Drying
- Enterprise Crafts
- Graphic Design
- Interior Design
- Textiles and Fashion Design
- Website Development

## Contact details

The following information provides contact details for key staff members:

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