

CCEA Entry Level Certificate in Occupational Studies  
(March Series) 2016

## Principal Moderator's Report

occupational  
studies



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Entry Level Certificate (ELC) in Occupational Studies 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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# ELC OCCUPATIONAL STUDIES

## Principal Moderator's Report

### Introduction

It is a pleasure to report as the first Principal Moderator for Occupational Studies (Entry Level). As moderators we realise that coursework requires thoughtful planning and guidance and a lot of encouragement from dedicated teachers and lecturers to ensure candidates achieve their best. Well done and thank you for all your efforts. We have 51 units for Entry Level and this year 24 units were moderated including Bench Joinery, Horticulture, Office Procedures, ICT, Childcare, Drama, Music, Creative Crafts and Catering.

### Reports to Centres

The TAC6 report provides detailed feedback on each unit submitted for moderation under the headings of AO1, AO2 and AO3. HODs are strongly advised to read these alongside other members of their department as they will provide constructive feedback and details of any problems.

### Structure of Candidate Portfolios

Centres need to fully comply with the new specification under AO1, AO2 and AO3. Each unit should be presented for moderation in a separate folder. It is essential that a separate AO1 section is completed for each unit. There is no need for daily or weekly diaries.

#### AO1

This section should include evidence of Health and Safety, Careers, the Environment and Materials and related skills knowledge. It is very important that AO1 is submitted for each unit studied, and these should be varied.

#### AO2

This section should show evidence of all six areas of the Assessment Criteria studied. It was particularly pleasing to see that most centres included a good range of photographic evidence. It is very important that these should include annotation of individual candidates, with signatures to confirm authenticity from both the candidate and the teacher/lecturer.

#### AO3

This section provides candidates the opportunity to review all their work. This is very important, and it is essential that in the task review all six areas of the Assessment Criteria for each unit are covered. Candidates must also include an overall task review indicating how they have performed in their unit. Some centres used an innovative approach to reviews by using graphics depicting a graduated range of smiley or sad faces. EL1 students could point or circle an appropriate symbol, whereas EL3 students added a written review.

## Internal Moderation/Verification

In centres where there is more than one teaching group in the unit or units, internal standardisation should be conducted to ensure that all of the teachers/lecturers in the centre have applied the assessment criteria consistently when marking their assessments. As a result of internal standardisation it may be necessary to adjust the marking of individual teachers/lecturers to bring their assessments into line with those of the other teachers/lecturers in the unit or units. Centres should complete a Declaration of Internal Standardisation; TAC2.

## Individual Unit Area Report

### Bench Joinery

This proved to be one of the most popular thematic areas submitted. Most portfolios were well structured with a clear marking frame and were well annotated. AO1 was well covered but it is essential that there is a separate AO1 for each unit studied. The standard of assessment task presented to candidates was comparable with the specification. In the AO2 it was pleasing to see a good range of photographic evidence. The assessment tasks of the Pot Stand and Storage Unit were appropriate. Candidates provided good task reviews in the AO3 section, and again this was appropriate to the specification. Their final review showed an innovative approach using graphics including smiley and sad faces.

### Horticulture

This proved to be a very popular thematic area. Most portfolios were well structured with a clear marking frame which was well annotated. It is very important that the AO1, AO2 and AO3 follow the specification, and any photographic evidence must relate to the individual candidate with annotation to describe the task. AO1 was mostly well covered and well marked. Again, it is essential to have a separate AO1 for each unit submitted. Some centres used a grid of nine images which allowed them to assess candidates' careers evidence in an effective way. Most centres used photographic evidence. Centres have been teaching the Horticulture unit to align with the growing seasons, i.e. growing bulbs for gifts has been taught prior to Christmas, which allowed a pot of hyacinth bulbs to be given as a gift. Some centres used an innovative approach, again using smiley faces in the task reviews (AO3). It is very important that candidates show evidence of a task review for each of the six sections in the assessment criteria in AO2, and a final review.

### Office Procedures

This unit was well covered and candidates showed a good knowledge of health and safety and careers. Centres used good questions to reinforce knowledge of the 3R's (AO1). Section AO2 again was well covered with a good range of appropriate tasks. There was good photographic evidence showing individual candidates using various pieces of office equipment. There was also a good range of practical tasks set to test the candidates' skills using the word processor and spreadsheets (AO2). In the AO3 section candidates need to provide more evidence of their task and final reviews. Linked to the specification this would allow candidates the opportunity to achieve EL3.

## ICT

There was a good range of tasks set in this unit. In the AO1 section tasks clearly tested the candidates' knowledge of the 3R's and health and safety, and linked well to careers. Candidates demonstrated a good understanding of the three units in this area i.e. password security and general internet security. It was pleasing to see good evidence in the form of screen prints. In the AO3 section the candidates could achieve EL3 by designing worksheets which would assist in reviewing their work. They could use diagrams, smiley/sad faces etc. Examples of these can be found on the CCEA website.

## Childcare

This unit was well covered showing a good range of activities. In the AO1 section candidates showed sufficient detail of health and safety, careers and their knowledge of the 3R's. Perhaps more evidence on materials and related skills knowledge would enhance the candidate's level of achievement. The centre designed a good range of activities for the candidates (AO2), making a game and playing it. The tasks set were appropriate and in line with the specification. In the AO3 section good opportunities were provided to allow candidates to review their work. Perhaps a range of review techniques could be developed to allow candidates the opportunity to achieve EL3.

## Drama

This was generally well covered by the centre with a good range of appropriate tasks. This area could be developed further using diagrams and photographic evidence. AO1 was fairly well covered and tasks covered all areas of the specification. In the AO2 section the centre gave candidates a good range of skills i.e. rehearsal plan and performance space, setting and costume, props and basic set. There were good opportunities provided for the candidates to review their work (AO3). Perhaps the design of worksheets showing a range of review techniques could allow candidates to achieve an EL3. This could range from the use of smiley/sad faces at EL1 to written review at EL3.

## Music

The portfolios were well presented and contained clear and appropriate tasks in all sections. In AO1 there was good evidence covering health and safety and the 3R's. Creating and producing music using production software was clearly covered in the AO2 section, and was laid out well against the specifications. There was good evidence of an end product as the candidates produced a music CD. There was evidence of reviews in AO3 in the candidates' portfolios, but this again could be further developed using symbols and worksheets which can be found on the CCEA website.

## Catering

The three units were well marked and clearly annotated. All were well presented, but there is no need for a weekly diary as this is not in the specification. The candidates need to submit AO1 for each of the units studied, but the AO1 that was submitted covered health and safety, careers, materials and the 3R's very well. In AO2 candidates showed good photographic evidence of their catering skills and they also had plenty of annotation and individual work. The AO3 section was completed to a good standard with plenty of evidence, worksheets and diagrams. The use of smiley/sad faces plus written reviews really worked well for the task and final reviews.

## Contact details

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