



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

Summer 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](http://www.ccea.org.uk)



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# LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - ENVIRONMENT AND SOCIETY

## Principal Moderator's Report

### Introduction

Environment and Society accounted for 12% of the overall candidature. This pathway has the lowest uptake by candidates.

The senior moderation team carried out a number of random spot checks on centres as part of the moderation process. This process highlighted that most centres were marking within the tolerance of the specification, although marks were adjusted in a number of centres.

The world of work is constantly changing. Today it is uncommon for a person to have only one occupation throughout their working life, so it is vital that throughout our careers we are able to transfer and adapt our knowledge and skills.

To foster these skills, Occupational Studies allows learners to learn for work, through work and about work. This hands-on approach is ideal for those who prefer to develop their skills in a more practical, occupational environment.

Occupational Studies is both coherent and flexible and provides a good foundation.

Occupational Studies continued to be very popular with learners undertaking two units from any of the six single award pathways. Many candidates study two or three different pathways.

- Design and Creativity
- Technology and Innovation
- Construction
- Business Services
- Environment and Society
- Engineering and Engineering Services

The evidence presented by some centres met the requirements of the specification although there were quite a few adjustments in this pathway. The Health and Safety evidence was of a satisfactory standard with some use made of the example portfolios on the CCEA website. These examples are no longer fit for purpose and are in the process of change to meet the stretch and challenge required within these units. There were some good examples of career opportunities provided by a number of centres, although others only met the basic requirements. Centres still require greater focus on Environmental Issues. In some centres there was a limited range of question types addressing the demands of the skills/knowledge required. Candidates should be provided with open-ended questions.

The AO2 practical activities were also of a good standard in some centres with teacher/lecturer observation and checklists completed. The teachers/lecturer assessment comments in some centres used descriptors such as good, but marks awarded were from the excellent band. This resulted in a reduction of marks. The most successful centres paid particular attention to the Learner Unit Tracking Grid, and this facilitated achievement under each of the criteria. Much of the photographic evidence was excellent and highlighted valuable learning experiences. Some centres need to encourage candidates to use well labelled photographs to indicate the various stages of the practical assessments. Mark schemes for assessed tasks were not included in all

centres; this made moderation very difficult. Mark schemes must be included in candidate portfolios.

AO3 learner evaluations remain more descriptive than evaluative with marking on the lenient side. In the task evaluation candidates must focus on the stages of the task as highlighted in the Assessment Criteria; many focused solely on the actual task and failed to evaluate their performance in each section. Detailed reflections of personal performance that clearly identifies strengths, weaknesses and areas for improvement should be considered. The final evaluations were poor in some centres. This is a higher level task which expects candidates to evaluate their experience throughout the entire unit highlighting their strengths and weaknesses.

The moderators noted again this year the absence of PPE in many centres. Health and Safety regulations must be adhered to in all practical activities and PPE worn. Marks were deducted if this was not apparent from photographic evidence.

## Animal Care

This unit was completed by a number of centres. Some good evidence was presented with a variety of animals cared for by candidates. The portfolio structure in some centres was poor. The inclusion of a “my record” with page numbers where the evidence can be found is vital for teachers, lecturers and moderators to ensure all the evidence has been included and meets the learning outcomes. The AO2 learner outcomes must be evidenced using photographic evidence and teacher/lecturer observation. This was not always the case with some centres providing photographs which did not highlight the actual assessed activity. Where visits are used to generate evidence, it may not be possible for candidates to carry out the activities required in AO2 as they need to have experience working with the animals and would not be permitted to carry out activities without experience. Clear photographs should be provided which are annotated by the pupil describing what is happening in the photograph. There was over marking in some centres with categories lacking content in written and photographic evidence. The following areas had limited evidence of achievement: skills required to actively prevent the spread of disease between animals and the transfer of disease to humans when working with animals; skills required when moving and restraining animals correctly and safely in some centres. Centres relied too heavily on photographs that had limited annotation to highlight the candidates’ skills and achievements in AO2, so it was difficult to see how candidates had achieved the marks awarded.

## Caring for Plants and Flowers

There was some very good evidence presented by candidates as a result of teaching staff producing excellent workbooks which provided the candidates with clear information on what was expected. Problems arose where centres did not focus on all aspects of the specification and presented a minimum of photographs which did not highlight the evidence required in the learner outcomes. The absence of PPE has now become a major issue with marks likely to be reduced due to the absence of this. The inclusion of the candidate diary provides the moderator with information on the various activities which take place in the centre. The portfolios in most centres were clearly divided into sections AO1, AO2 and AO3. The AO2 section must include the evidence of the learner outcomes for this section. The candidate diary cannot be used as evidence for this section.

Many centres provided excellent examples of the creation of hanging baskets and containers; the obvious enjoyment of the candidates was well demonstrated in related photographs. Many candidates demonstrated excellent practical skills, but still too many centres did not wear appropriate Personal Protective Equipment (PPE). Many candidates were well able to

demonstrate applying their knowledge in practical related situations, but many centres did not demonstrate fully or appropriately their skills in weeding an outdoor area and the ability to detect pests and diseases. The aftercare instructions for the floral gift were limited in scope, presentation and content.

Photographic evidence should have detailed annotation by the candidate highlighting the context, the skills being demonstrated by the individual candidate and their achievement along with a detailed teacher observation record with written comments to justify the marks awarded.

## **Growing Plants in a Sustainable Way**

This unit was completed in a number of centres. Candidate portfolios must include “my record” which contains Section 1, 2 and 3 of the unit specification and the page numbers where evidence can be found. My diary must be included in all candidate portfolios and is not used as evidence unless the centre chooses to include an evaluation section.

Some portfolios were poorly presented with moderators having difficulty finding evidence which met the requirements of the specification. Knowledge and understanding was generally of a satisfactory standard with candidates achieving high marks where the evidence presented demonstrated stretch and challenge.

The photographs in AO2 must be clearly annotated by candidates and cover the learning outcomes. Teacher/lecturer observation should also be included, and these should be detailed and justify the marks awarded. Many centres made good use of Personal Protective Equipment (PPE); identified and used basic tools; set up a small composting area or composting bin and used it to make compost from garden and kitchen waste and were aware of health and safety issues. There was limited focus on the different methods of propagation in the horticulture industry, methods of distributing plants and the outlets for retailing these plants, for example nurseries, florists, garden centres or DIY/supermarket outlets. Some excellent plant stalls were in evidence, but too often it was difficult to ascertain the individual’s contribution to this and therefore their individual achievement.

Evaluations remain an area for improvement.

It is vital that all centres comply with Health and Safety requirements and ensure all learners wear PPE. This was not the case in this unit and marks were reduced as appropriate.

## **Reminiscence with Individuals in a Care Environment**

The evidence presented for this unit varied. The candidate portfolios were well structured in some centres with “my record” completed with page numbers. There was evidence presented for AO1 using the example on the CCEA website and this was accepted. The examples on the website are being reviewed to allow for stretch and challenge and differentiation. AO2 evidence varied with some centres providing very good photographic evidence and teacher/lecturer observations. Memory boxes were also included which was good practice. The unit focuses on reminiscence with an individual. In some centres this was a group activity which did not meet the unit specification.

Evaluations varied across centres, and those that were descriptive rather than evaluative were not deserving of the highest marks.

## **Running a Leisure Event**

Some good work was carried out on the choice of event. The teacher/lecturer observation with detailed comments on candidates’ performance is very important as there are many group

activities carried out. Not all candidates will perform to the same standard throughout the period of delivery of this unit, and therefore the comments by the teacher/lecturer evidencing the marks awarded provide the differentiation. Candidates carried out feasibility studies, presented evidence of planning, sharing roles and carrying out the activities. In some centres there was similar evidence presented with good annotation provided to identify the candidate's role. All photographic evidence must be clearly annotated by the candidate, and they must clearly identify their role/roles in the event. Video evidence could also be used to generate evidence with teacher/lecturer observation.

There were some excellent examples of planning fully supported by relevant well annotated photographs of meetings, but many centres submitted a group action plan that did not merit the high marks awarded. There were some excellent examples of a feasibility study for the event to be undertaken, but not all centres submitted this. The various roles required within the team and allocation of responsibilities were completed but lacked evidence of such in many centres, and this must be addressed in candidates' written work and teacher observation records. Most centres designed group questionnaires but it was difficult to assess the individual's contribution to this process; evaluations were often basic and lacked the thorough analysis required for higher marks to be awarded. The candidates completed task evaluations and a final evaluation which in some centres were leniently marked.

## **Sports Leadership**

Centres delivering this unit provided evidence of some good examples of coaching in a number of sports. Moderators found some learner files did not include evidence of all areas of the unit specification. Some Health and Safety questions could have been better worded to allow candidates to demonstrate evidence to their full potential. Environmental Issues were not dealt with in some centres. Few centres considered the Environmental Issues when planning and leading a sports session. This resulted in marks being adjusted.

The practical activities in most centres were successfully completed by the candidates. Some excellent practice was observed where centres encouraged candidates to focus on individual sports for the sports session. The evidence was clearly presented with photographic evidence, witness testimony and some good diary entries. Annotation of photographic evidence is very important. This must be completed by the candidate. The evidence should illustrate various stages of the activity. More detailed teacher/lecturer observation is required in some centres to justify the marks awarded. Evidence for the candidates' motivation skills was poor in some centres, often solely reliant on a simple comment from the assessor. The questionnaires for participants provided adequate feedback, but again analysis was limited. The better centres presented the feedback in graphical form which allowed candidates to fully evaluate the sports session. Evaluations were completed with some centres marking leniently.

## **Tour Guiding**

This unit focuses on the role of the tour guide. The assessment guidance in this unit on page 53.3 of the specification should be followed. The centres delivering this unit completed questions on Health and Safety, Environment and some aspects of Careers. Materials and related skills did not always provide stretch and challenge.

The AO2 learning outcome provided the candidate with the opportunity to demonstrate their knowledge and understanding of the role of the tour guide through producing an information leaflet and planning and running a tour for a specific group of foreign tourists. There was lack of focus on language element in some centres. Some centres produced good careers leaflets and did focus on the skills, qualifications and personal qualities of a tour guide, however there was limited focus on the importance of a tour guide being able to speak a foreign language; limited

evidence of the candidates undertaking the role of a tour guide through meeting and greeting a foreign tourist in their own language and providing basic information related to the tour. Some excellent evidence of detailed itineraries were included. The maps for the tour were not always of a good quality. Some centres focused on candidates actually carrying out this role and others on role play using powerpoint presentation. Photographic evidence was not always clearly annotated by learners outlining what was happening in photographs.

Marking of evaluations in some centres was lenient and marks were adjusted accordingly.

## **Working in a Care Environment**

The moderators noted that the evidence presented varied with not all centres clearly understanding how the evidence should be presented. Careers and Environmental Issues were limited, but good use was made of practical activities to demonstrate first aid activities with supporting annotated photographs. Evidence of appropriate planning was presented for activities which were delivered within context.

Some centres planned visits to care settings and gained information from a number of speakers. They then generated evidence from a number of well planned activities and included mark schemes. There was good use of photographic evidence and teacher/lecturer observation detailing how and why marks were awarded and covering all learning outcomes. Some centres did not use learning outcomes, and difficulties arose with marks awarded.

The marking of evaluations varied from accurate to lenient.

## **Working in Tourism**

In some centres the assessment guidelines were not followed resulting in insufficient evidence presented. Careful organisation of portfolios into sections AO1, AO2 and AO3 is vital with a clear mark scheme. The candidates working as part of a team present evidence for this unit. The teacher/lecturer should provide detailed observation on their performance throughout. Customer service skills could be demonstrated in a good role play. Video recording of this activity can be used as evidence with teacher/lecturer observation. Most centres described the key characteristics of different customer profiles; showed understanding of why different destinations appeal to different customers and were able to present tourism information to meet customer needs. The requirement to compose and deliver a short script to a group of tourists on a chosen tourism facility was less well delivered, and there was limited evidence to back up the high marks awarded for this section in centres. Some excellent evidence was presented with learners visiting a number of areas of interest. Evaluations were completed successfully and marks awarded in most centres were accurate.

## Contact details

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