

**LEVEL 1 AND 2 QUALIFICATIONS
IN 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

Contents

Principal Moderator's Report	3
Contact details	6

LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - CONSTRUCTION

Principal Moderator's Report

Introduction

In the majority of centres moderated, good to excellent practice in the delivery of the Construction units was reflected in the learners' evidence submitted. The quality of the evidence presented this year was of a good standard reflecting the specification requirements and assessed in accordance with the set criteria. A wide variety of teaching activities and innovative assessment methods resulted in high learner outcomes being achieved by the majority of learners. Where photographic evidence was used this showed learners performing realistic working activities, and in most centres this was well annotated with the learner identifying the processes involved.

Construction accounted for 16% of the overall candidature which makes it the third largest pathway within Occupational Studies. Quite a number of centres have opted to access Carpentry and Joinery and Bench Joinery under the Technology and Innovation pathway.

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.

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 abilities, 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:

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

Individual Unit Reports

Bricklaying

Overall the brickwork/blockwork centres are applying the specification. There was evidence in most centres that Internal Standardisation did take place, however not all of it was effective. A suitable range of topics were used by the centres. In some cases the standard of marking was somewhat lenient by comparison to standards set out in specification. Reports need to be more concise. Additional photographic evidence would help to show progression of the candidates' work. Evaluations were marked leniently. However, care should be taken to ensure the marks awarded for the evaluations reflect the work that the learner has completed.

Carpentry and Joinery

AO1 - although the majority of centres have used the exemplar booklet as a starting point, they have made adjustments which make questions too basic and simplistic. Although these are marked correctly and given top marks, the questions sometimes do not cover the requirements of the specification nor are they sufficiently demanding to warrant the top band of marks. Care should be taken so that three careers are researched as required. More stretch and challenge questions should be used to differentiate between candidates. Environmental questions dealing with recycling and re-using as well as conservation of energy should be considered. The tools and materials were covered well in most cases. The exemplar can be altered and added to as suits the requirements of the candidates.

AO2 - most centres covered the requirements of the specifications. However, there are still some centres that are not covering all of the joints in one product. The example given for this unit is a birdhouse, and most candidates produced a very sound and competently manufactured end product. There should be supporting evidence of an annotated series of photographs of the construction process and stages. There were also some very helpful annotated portfolios where the teacher has shown the candidate support and encouragement throughout the process. The quality of the practical work is, as ever, very impressive with some very well made products. The candidates also seem to enjoy the unit and are proud of their efforts.

Bench Joinery

This unit was the second most popular in the pathway and the candidates produced some very good end products.

AO1 - The majority of the centres had modified the Carpentry and Joinery portfolio from the CCEA website and have also used the marking grids that it contains. It is recommended that centres check the portfolios contain sufficient Health and Safety, Environmental and Careers worksheets. It should also contain more stretch and challenge questions that will allow for higher marks which can be accessed by the more able candidates.

AO2 - The majority of the centres provided good photographic evidence to support the AO2 marks, and these were well annotated by the candidates to describe what they were doing. It is important that the candidates wear the appropriate PPE and they should include themselves wearing it in all of the photographic evidence.

AO3 - The evaluations need to be structured in the worksheets to enable the candidates to evaluate their end product and analyse how it might be improved or whether it is a good quality and fit for purpose.

Hard Landscaping

Generally the marking was consistent throughout all the samples moderated. However, it would be good practice if tutors standardised their portfolios in terms of dividing portfolios into three separate sections. Candidates demonstrated good motor skills across a range of areas within their portfolios.

AO1 - Candidates demonstrated an overall awareness of the specification. Evidence is satisfactory but could have been underpinned through candidates reflecting and developing on career pathways in their specific occupational areas. Candidates could have further expanded upon the Health and Safety at Work Act within their portfolios.

AO2 - Candidates' Project work has been supported by the tutors, with good evidence contained within their portfolios. However it would be good practice for the IV to check on signatures etc. before sending portfolios to be moderated. Additional photographic evidence would also help support the learners throughout their study period. Centres should provide well annotated working drawings for each specific task to indicate the project being attempted and standards required. Witness statements support the learners throughout their programme which is good practice.

AO3 - Evaluations are generally limited, but a recommendation could be to introduce open ended questions thus allowing the learners to reflect on their programme with a holistic approach. Teachers/Lecturers should encourage candidates to identify the strengths and weaknesses of all aspects of the activities undertaken.

Tiling

No centres entered for Tiling in this summer series.

Plumbing

Overall, the centres provided good evidence for the AO1 section in line with the specification. In most cases a good range of suitable tasks were submitted with transparent marking grids to support marks awarded. The team found a genuine effort being made in the AO3 section however, some centres marked somewhat leniently. End of task and final evaluations should be structured so as to reflect the skills of the actual task being undertaken. Evaluations need to be more analytical/reflective/give detailed suggestions for improvements. Overall, there was a very good effort made in this unit.

Plastering

Generally the centres folders were well set out and clear evidence was presented. Evaluations were generally limited, but a recommendation has been made to introduce open ended questions thus allowing the learners to reflect on their programme with a holistic approach. Candidates should be encouraged to identify the strengths and weaknesses of all aspects of the activities undertaken. There was evidence in most centres that Internal Standardisation did take place.

Contact details

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