



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

Summer Series 2016

Principal Moderator's Report

occupational studies

Technology and Innovation

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies - Technology and Innovation 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 - TECHNOLOGY AND INNOVATION

Principal Moderator's Report

Introduction

The standard learner evidence in this pathway has improved and it is encouraging that there is an increase in entries from the Grammar sector this year. Unfortunately there were some centres that had not taken account of the comments from last year and made similar mistakes. These were mainly issues with the structure of the portfolios, the lack of evidence for AO2 marks and the complexity of the project in CAD. There was an increase in entries in the Bench Joinery and Digital units: CAD, Digital Music and Sound recording and TV and Film Production. Where photographic evidence was used this showed learners performing realistic working activities, and in most centres this was well documented with the learner identifying the processes involved.

Technology and Innovation made up 15% of the overall candidature.

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 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

There are still general issues in all units which include: the need for more stretch and challenge questions in AO1; more evidence such as annotated photographs for AO2; better teacher mark grids that show where and why marks have been awarded in AO2; front cover sheets detailing the name of the unit and the candidates' details as these were not included in a few centres. The evaluations were marked more accurately in most centres.

Bench Joinery

This unit was the second most popular in the pathway and the candidates were producing 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 H&S, Environmental and Careers worksheets. It should also contain more stretch and challenge questions that will allow more able candidates to access higher marks.

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 this should be evidenced 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 and whether it is of a good quality and fit for purpose.

Computer Aided Design

This unit is becoming more popular with centres, and in general it is well delivered with the exemplar portfolio from the CCEA website being used.

AO1 - The worksheets in this unit covered the requirements of the specification, but there could be a greater use of stretch and challenge questions to differentiate between candidates. The Careers and Environmental Issues sections allow for individual research and allow for differentiation. Environmental questions dealing with recycling and re-using as well as conservation of energy should be considered. Over lenient marking in this area was mostly due to the simplistic nature of the worksheets.

AO2 - There are still some issues about the requirements of the specification. The CAD product should only be in 2D and not 3D. There is an exemplar on the CCEA microsite, and this should be consulted if in doubt. Most of the issues around the components/symbols library must relate to the drawings and not the CAD command symbols. The title on the drawing should be clear and concise and state the scale of the drawings. This is a popular unit and it is easy to see how the candidates can use the skills learnt in this unit in the future. It especially links with the Carpentry and Joinery and Manufacturing units.

AO3 - The evaluations in this unit were rather descriptive and could be improved through questioning to allow candidates to indicate where the skill learnt in this CAD unit could be used in other Occupational areas.

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 specification. 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. The photographic evidence is crucial for the moderation process, and it is not sufficient to include just one photograph of the completed 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.

Digital Imaging

AO1 - The exemplar from the CCEA microsite was mostly used, and the marking was appropriate. There were some good examples of careers research in the Digital Technology sector. The section on Careers is generally well covered, but more detail on the qualifications and skills necessary for these careers should be included with details of the possible salary and career progression.

AO2 - The specification require the candidates to know about and be able to use a digital camera. They should be able to take their own photographs of the different genres and also to manipulate their own photographs. However, some centres had relied on downloading stock images and changing these using the software. Although the skill of using the software is evidenced, it would be much more practical for the candidates to use their own photographs. It is a requirement of the specification that the candidates show how they fulfil the demands of a client brief. There should be a very clear client brief that the candidate researches and shows how they have come to a decision as to how they are going to fulfil the brief. They should then show a clear Action Plan with targets and dates etc. that are updated as they go through the production process. There should be screen dumps and annotations by the candidate and teacher/lecturer for each of these to show the learning process and the skills mastered. The candidates did show very competent use of Photoshop in the majority of cases. It is not acceptable for all of the candidates to use the same images, as there should be some evidence that the candidates have chosen their own photographs to work on. The final montage was generally good, but it was not always evident that these had been put on display and evaluated by other viewers such as their peers or a general audience. A hard copy of all work would be very useful for moderation purposes.

AO3 - There were very good evaluations by quite a number of candidates, but generally the weaker candidates made little or no attempt to evaluate their end product. More support through worksheets and leading questions should be included for the weaker candidates.

Digital Music

AO1 - This unit was well covered, but the use of simple quizzes does not stretch the more able candidates, and these should be supplemented with more individual research questions to allow access to the higher range of marks. This can be done through the Careers and Environment sections.

AO2 - The candidates were very able and produced some good musical products. The candidates obviously had fun while completing their assignment tasks. The end product should be submitted as a CD for moderation with hard copies of the planning and production process.

AO3 - This was very leniently marked in some cases, and care should be taken to allow the candidates to use peer evaluations as well as their own reflection on the process, skills learnt and the quality of the end product.

Manufacturing Hand Fitting/Manufacturing Sheet Metal

Both of these units seemed to be taken together by the majority of candidates. The candidates also used identical workbooks for the two units. However, separate portfolios should be produced for each unit, and different questions in the AO1 section to allow for the different occupational requirements.

AO1 - This section was generally well covered, especially the tools and materials. However, there still needs to be more stretch and challenge questions to allow for differentiation of the candidates. At present most candidates get high marks in this section where there should be opportunities for differentiation that allow the better candidates to get the higher marks. It is important that the candidates research three different careers that relate to manufacturing and engineering, as some candidates had researched three general engineering careers that did not relate to manufacturing sheet metal work.

AO2 - It is important that the requirements of the specification are followed for each unit. There are examples of a product that could be constructed in the specifications and these should be followed. Generally the work and standard of the final product was very good. However, there needs to be more annotation by the teacher to justify the marks awarded, and also the inclusion of photographic evidence of the stages in the production/construction process. The photographs should show the details of the quality of the product and candidates must be wearing PPE during their practical work. This was not evident in some photographs and this raises a Health and Safety concern.

AO3 - The candidates gave evaluations that were very basic in most cases, descriptive rather than reflective. There was little evidence of reflection on the quality of the end product. The candidates should be encouraged to reflect on the use of the object, whether it is fit for purpose and whether it could be improved in appearance.

Sound Production

AO1 - This was generally well done with appropriate worksheets. More work on investigating three Careers through individual research would allow for stretch and challenge.

AO2 - There were some very competent pieces of work produced that showed a good standard of skills. The CD of the final product should be accompanied by hard evidence of the planning and research stages.

AO3 - These were mostly leniently marked, but there was some evidence of reflective and evaluative statements from some candidates. The use of questionnaires and peer evaluation was effectively used in some centres.

TV and Film Production

AO1 - This section was generally well completed by all centres and there were some examples of good practice and accurate marking. The Health & Safety and Careers part of the specification were well covered by the candidates.

AO2 - There was a good quality of work produced by the candidates that chose this unit. This year again the topics were often rather macabre, but this genre is very popular with this age group. There were some very good pieces of evidence for storyboarding and action planning in some portfolios, but in some it was not clear if these were individual action plans or team efforts.

AO3 - This unit showed some of the best evaluations in the pathway, the film making process lending itself to reflection and evaluation.

Contact details

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