

**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

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LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - DESIGN AND CREATIVITY

Principal Moderator's Report

Introduction

In the majority of centres moderated, good to excellent practice in the delivery of Design and Creativity units was reflected in the learners' evidence submitted. The quality of the evidence presented this year was of a very 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 documented with the learner identifying the processes involved.

A wide variety of units offered were presented for moderation including Patisserie and Baking, Contemporary Cuisine, Creative Styling using Blow Drying Techniques, Creative Hair Styling on Long Hair, Creative Hair Styling Setting Techniques, Total Beauty, Graphic Design, Interior Design, Textile and Fashion Design, Specialised Crafts, Enterprise Crafts and Website Development. Hair and Beauty and Hospitality and Catering units made up the majority. There was a large increase in the uptake of Graphic Design and Specialised Crafts.

The Design and Creativity pathway has increased in the number of candidates entering this qualification, and represented 20% of the overall Occupational Studies candidature. The candidates come from Schools, FE Colleges and training providers with the majority coming from within the School sector.

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. It was notable that the number of negative adjustments has increased from last year with the vast majority in the Special School sector. It is felt that this situation will be resolved next year with the provision of the Entry Level Occupational Studies qualification.

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

Attendance at agreement trials is highly recommended. Centres are also encouraged to submit materials to the Portfolio clinics which are held twice per year in the autumn and spring terms. These clinics provide good guidance on portfolio compilation.

Contemporary Cuisine Unit 24

In general the learners provided good evidence of safe working practices in a working environment, energy efficiency, local careers opportunities and knowledge of materials. However, in some instances the questions in relation to careers were too simplistic with learners being asked to list 3 careers instead of researching these. It would be encouraging to see learners show evidence of site visit/s to professional catering establishments which support understanding of career opportunities in their chosen industry. Otherwise there was a good range of questions to stretch and challenge learners. The learners provided a very good range of suitable tasks as per specification requirement; however some centres did not present transparent marking grids for Assessment Objective 2 to support marks awarded for each task assessed. The photographic evidence provided was generally good, and it is recommended that colour photographs are used as this will reflect both the quality and creative flair of the methods and processes carried out in all aspects of the activities. There was little evidence provided in many of the portfolios of internal standardisation. Evaluations were satisfactory but could have been more reflective and analytical.

Creative Hairstyling on Long Hair Unit 25

This was quite a popular unit. Generally there was good coverage of Health and Safety, Careers and Materials/Knowledge. For Assessment Objective 2 there was generally good use of photographic evidence of the practical activities involved. The use of individual marking sheets for each stage of the practical work helped to facilitate the moderation process. Good student annotation was present on most portfolios moderated.

AO3 – In a minority of centres candidate evaluations were marked leniently. Candidates should be encouraged to present detailed and well-reasoned evaluations outlining their strengths and weaknesses and areas to be improved. Internal standardisation was carried out in most centres but this needs to be more clearly evidenced by the use of appropriate documentation.

Creative Hair Styling Setting Techniques Unit 26

This unit was taken by a very small number of candidates in one centre. Satisfactory opportunities were provided for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act 1974 as it applies to this occupational area. Opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. The questions relating to the materials and skills required in this occupational area provided candidates with opportunities to demonstrate their knowledge and understanding. There was good photographic evidence clearly demonstrating the various stages in the practical task(s) undertaken. This helped facilitate the moderating process. Evaluations were satisfactory.

Creative Styling using Blow Drying Techniques Unit 27

Satisfactory opportunities were provided for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act 1974 as it applies to this occupational area. Opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. In most centres good opportunities were provided for candidates to demonstrate their knowledge and understanding of the environmental issues related to this occupational area. The questions relating to the materials and skills required in this occupational area provided candidates with opportunities to demonstrate their knowledge and understanding. In most centres the questions provided limited stretch and challenge to candidates. Generally the practical assessment tasks undertaken were relevant and met the specification requirements. The tutors provided well annotated observation records to justify the marks awarded for the practical tasks. There was good photographic evidence clearly demonstrating the various stages in the practical task(s) undertaken. This helped facilitate the moderating process. The evaluations presented by the candidates were generally of a good standard and were accurately marked. In the best centres they were detailed, well reasoned and identified the candidates' strengths and weaknesses and made suggestions for improvement.

Enterprise Crafts Unit 28

This unit was taken by an increasing number of centres this year. Good opportunities were provided for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act 1974 as it applies to this occupational area. Good opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options for Enterprise Crafts. In general good opportunities were provided for candidates to demonstrate their knowledge and understanding of the environmental issues related to Enterprise Crafts. The questions relating to the materials and skills required for Enterprise Crafts provided candidates with very good opportunities to demonstrate their knowledge and understanding. The practical assessment tasks undertaken were relevant and met the specification requirements. The teachers provided well annotated observation records to justify the marks awarded for the practical tasks. There was good photographic evidence clearly demonstrating the various stages in the practical task(s) undertaken. This helped facilitate the moderating process. The evaluations presented by the candidates were of a good standard and were accurately marked.

Graphic Design Unit 29

There was a substantial increase in the number of centres offering this unit for the summer moderation. Generally the sample of work submitted ranged from satisfactory to excellent. The marking was consistent and in line with standards set out in the specification. The students produced portfolios which included information relating to Health and Safety and the Environment, however additional information regarding career opportunities needs to be explored.

AO2 - Portfolios were well presented. The sample of work submitted was of a good standard and covered a range of student interests.

AO3 - Evaluations were included but in the majority of instances these need to be more reflective and analytical in order to achieve higher level marks.

Interior Design Unit 30

This unit was entered by a small number of candidates and some good work was produced.

AO1 – Health and Safety and Environmental issues although addressed, need some additional stretch and challenge in order to enable candidates to attain higher marks. There was good coverage of the theoretical aspects across all centres.

Good opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area.

AO2 – The practical assessment tasks undertaken were excellent allowing candidates to demonstrate all the specification requirements.

There was good photographic evidence clearly demonstrating the practical task(s) undertaken. Some excellent student work presented and it was clear that they enjoyed this unit.

AO3 – Evaluations were included and marked appropriately, however task evaluations in a minority of centres need to be expanded in order to enable higher marks to be attained.

The marking was consistent and in line with standards set out in the specification.

Patisserie and Baking Unit 31

In general the learners' portfolios contained all the evidence required to enable achievement. The language was appropriate for the level of learner and the layout was clear and simple to follow. In the majority of centres the learners' work, observation records and photographic evidence was authenticated by both the learner and the teacher/lecturer. Learners are required to provide photographic evidence of the processes in the practical activities undertaken, not just the finished product.

In general learners provided good evidence of safe working practices in a working environment. When preparing food learners must wear the appropriate clothing and this must be evidenced within their portfolios. In relation to careers, some learners just listed rather than described or illustrated different job roles.

The practical activities were realistic and completed to a high standard. All centres provided learners with the opportunity to meet the requirements of the specification.

Centres provided learners with the opportunities to evaluate the practical tasks. In a minority of centres learners' final evaluations need to be further developed in order to allow access the higher level marks. Some centres tended to mark the evaluative work leniently.

Specialised Crafts Unit 32

The number of candidates taking this unit has substantially increased from last year.

AO1 – This section was 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. In one centre candidates were requested to research two careers, but the specification requires candidates to discuss three career pathways. The questions relating to the materials and skills required in this occupational area provided candidates with basic opportunities to demonstrate their knowledge and understanding.

In some centres there was good photographic evidence clearly demonstrating the production and end products in the practical task(s) undertaken. This helped facilitate the moderating process. 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 and the final products were very colourful.

AO3 – The task and final evaluations presented by the candidates were usually of a good standard and were well structured. It was evident that candidates enjoyed this unit.

Textile and Fashion Design Unit 33

The one centre that entered candidates for this unit provided satisfactory evidence covering the three sections. Basic opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. Generally the practical assessment tasks undertaken were of a good standard allowing candidates to demonstrate all the specification requirements. This allowed the candidates to demonstrate their creative skills, and candidates appear to have enjoyed the unit.

Total Beauty Unit 34

The learners who delivered this unit generally produced good quality evidence which met the requirement of the specification. Generally there was good coverage of Health and Safety, Careers and Materials/Knowledge. For Assessment Objective 2 there was generally good use of photographic evidence of the practical activities involved. The use of individual marking sheets for each stage of the practical work helped to facilitate the moderation process. Good learner annotation was present on most portfolios moderated.

It is recommended that good quality colour photographs are used as it is difficult to check the quality of the final outcome from black and white photographs.

AO3 – In a minority of centres candidate evaluations were marked leniently. Candidates should be encouraged to present detailed and well-reasoned evaluations outlining their strengths and weaknesses and areas to be improved. Internal standardisation was carried out in most centres but this needs to be more clearly evidenced by the use of appropriate documentation.

Website Development Unit 35

In the increasing number of centres who delivered this unit there was excellent summative and formative feedback to support the marks awarded. The evidence was generally very well presented.

AO1 – Health and Safety and Environmental Issues although addressed need some additional stretch and challenge in order to enable candidates to attain higher marks.

Good opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. A detailed explanation of HTML coding was shown in many of the portfolios.

AO2 – In general the practical assessment tasks undertaken were excellent allowing candidates to demonstrate all the specification requirements.

There was good use of screen prints which clearly demonstrated the practical task(s) undertaken. In some centres the fully functioning website was submitted on a disc or pen drive and this greatly facilitated the moderating process.

Good teacher annotation was used throughout the portfolios moderated.

Contact details

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