



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

January Series 2017

## 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

The moderation team reported that they observed improving practice in the delivery of units within the Environment and Society pathway this series. The quality of candidate evidence presented was, in general, of a high standard. A wide variety of teaching activities and assessment methods were observed resulting in high candidate outcomes being achieved by the majority of candidates. Where photographic evidence was used this showed, in the majority of cases, candidates performing realistic working activities. In most centres the photographs were well annotated by the candidate identifying the processes involved.

The evidence presented by the majority of the centres met the requirements of the specification. The Health and Safety evidence was of a good standard. There were some good examples of career opportunities provided by a number of centres with others only meeting the basic requirements. Environmental impact of the occupational area still poses an issue for some centres. Evidence relating to AO1 materials and related skills met the requirements of the specification in most centres. Centres have been advised to review the AO1 support materials available on the CCEA website.

The AO2 practical activities were also of a good standard in some centres with teacher/lecturer observation and checklists completed. In some centres very basic information was included in the observation and did not justify the marks awarded. Many of the photographs highlighted valuable learning experiences. Annotation of the photographic evidence by the candidates was of a good standard. Marking schemes for assessed tasks were included in most portfolios.

AO3 candidate evaluations were of a good standard in most portfolios, with some marked leniently.

### Portfolio Structure

The majority of centres have provided well-structured portfolios of candidates' evidence with pages numbered and linked to My Record. In centres where the structure was very poor moderation was much more difficult.

### Internal Standardisation

In most centres there was evidence of cross moderation.

### Animal Care

No entries.

### Caring for Plants and Flowers

No entries.

### Growing Plants in a Sustainable Way

The candidate portfolios should contain My Record with Section 1, 2 and 3 of the unit specification and the page numbers where evidence can be found. My diary was included in all candidates' portfolios.

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 observations should also be included and be sufficiently detailed to justify the marks awarded. Many centres made good use of Personal Protective Equipment (PPE); identified and used basic tools and set up a small composting area. Methods of distributing plants and the outlets for retailing these plants, for example nurseries, florists, garden centres or DIY/supermarket outlets were included. The plant stall activity was completed to a satisfactory standard.

Task and final evaluations were of a satisfactory standard in the majority of centres.

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

The evidence presented for this unit was of a good standard. 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. AO2 evidence included 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 and this was successfully completed.

Evaluations were of a satisfactory standard.

### **Running a Leisure Event**

Some good work carried out on a 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. The portfolio of evidence should only include the candidate's work. All photographic evidence must be clearly annotated by the candidate and clearly identify their role/roles in the event. Video evidence could also be used to generate evidence with teacher/lecturer observation. Some centres designed group questionnaires but it was difficult to assess the individual's contribution to this process. The candidates completed task evaluations and final evaluations 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. Health and Safety questions were of a good standard. The environmental impact of this area could contain more detailed questioning.

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 was of a good standard. Candidates clearly described what was happening in the photographs. The questionnaires for participants provided adequate feedback with a good standard of analysis provided. Task and final evaluations were completed and marking was good in the majority of centres.

### **Working in Tourism**

No entries.

### **Working in Care Environment**

No entries.

## **Tour Guiding**

This unit focuses on the role of the tour guide. Follow the assessment guidance for this unit where candidates are advised to visit areas of interest and meet tour guides.

The centres delivering this unit completed questions on Health and Safety, Environment and some aspects of Careers. The exemplar questions on the CCEA website should be modified and used by centres.

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, planning and running a tour for a specific group of foreign tourists. Some centres produced good careers leaflets and did focus on the skills, qualifications and personal qualities of a tour guide. Some evidence of detailed itineraries was included. The quality of maps for the tour was not always of the required standard. The candidate should design a map. Many maps were photocopies. Some centres focused on candidates actually carrying out this role and others on role play using power point presentation. Photographic evidence was poor in some centres which was disappointing.

Marking of evaluations varied from leniently marked to good.

## Contact details

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