



CCEA Level 1 Award in Occupational Studies

CCEA Level 2 Award in Occupational Studies

January Series 2017

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

All moderators reported that they observed improving practice in the delivery of units within the Technology and Innovation 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.

However, there are still some issues in some centres concerning the marking and quality of the questions in AO1 and AO3. The questions regarding Health and Safety and the Environmental Issues should include more stretch and challenge opportunities. Worksheets that allow only basic answers do not justify the candidates gaining marks that equate to 'excellent' on the mark grid. To gain ten marks the candidate should provide outstanding answers and show a greater range of knowledge than just a basic understanding of the topic. All units need more annotation from the teacher in AO2 to justify the marks. It is therefore very important that there is a comprehensive marking structure to show where and why marks have been awarded in the practical outcomes.

VYJA Bench Joinery and VYJC Carpentry and Joinery

Both units generally used the same exemplar booklet from the CCEA microsite, but it would be advisable if the centres changed or adapted the questions in the booklets to make them specific to different specifications and occupational pathways. More detailed exemplar material has been produced by CCEA recently and this should be consulted and worksheets amended as necessary.

The practical outcomes and final products that were shown in the photographic evidence showed a good level of skills from the candidates. It is important that the candidates wear PPE for all practical activities and this must be shown in the photographs submitted with the portfolio as evidence for AO2.

The marking for both units was lenient in AO1 and AO3 in all of the portfolios submitted for moderation.

AO1—The area that needs to be addressed in all centres is AO1. The worksheets need more stretch and challenge questions, especially in the Health and Safety and Environmental Issues sections, as some candidates are gaining full marks for very basic responses. The careers section requires research for three careers which includes information on the qualifications needed or available through a course at a local FE college as well as the salary and conditions in that profession.

AO2—All of the centres also need to include more teacher/lecturer annotation in AO2 to show where and why the marks have been awarded. The pictorial evidence could be improved by the inclusion of close ups of the joints.

AO3—More evaluative responses are required for the higher marks, and in most cases the evaluations were simply descriptions of what the candidate had done rather than giving suggestions of how they could have improved their final product or how they could use the skills they have learnt.

VYJH Sound Production

AO1—The portfolios submitted for this unit were well presented and the candidates had good opportunities to present their DJ skills and record their own Demo Disc. It would be good if the candidates could explore the work of the many part-time DJs in the province not just the careers of the well-known local radio personalities.

AO2—The evidence of running a disco event was good with photographs and peer evaluations that helped the candidates provide evidence for AO3. It is obvious from the portfolios submitted that the candidates enjoyed taking part in this unit.

AO3—There was evidence in the self-evaluations that some of the candidates had increased their confidence in speaking in public which was especially commendable. The candidates had all found the experience of being a DJ an enjoyable experience.

VYJB CAD

AO1—The AO1 section required more worksheets with stretch and challenge opportunities to allow for candidates to gain the higher marks. Although the worksheets presented in this unit covered the requirements of the specification, there could be a greater use of stretch and challenge questions to differentiate between candidates. The Careers and Environmental Issues sections give a possible way for individual research and allow for differentiation. Environmental questions dealing with recycling and re-using as well as conservation of energy should be considered. Lenient marking in this area was mostly due to the simplistic nature of the worksheets.

AO2—The specifications were well covered for AO2 but it is necessary for the teacher to show clearly where and why marks are awarded for the different stages in the CAD process. The printouts should clearly label which AO2 skill is being evidenced and the teacher should annotate why marks have been awarded on the printout.

Most of the issues around 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.

AO3—The evaluations in this unit were rather descriptive and could be extended through questioning to see where the skill learnt in this CAD unit could be used in other Occupational areas.

VYJD Digital Imaging

AO1—The exemplar from the CCEA microsite is being used by most centres. However, centres are encouraged to include their own worksheets and include more stretch and challenge questions to allow for higher marks. There were some good examples of careers research in the Digital Technology sector and this section on Careers is generally well covered however more detail on the qualifications and skills necessary for these careers should be included with details of the possible salary and progression.

AO2—The specification requires 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. 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 demands. They then must 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. The final montage in the portfolios 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.

VYJE Digital Music

AO1—This section was mostly well covered, but the use of simple questions or worksheets do not stretch the more able candidates, and these should be supplemented with more individual research questions to allow for the higher range of marks. This can be done in 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 was 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.

VYJJ TV and Film Production

This unit allows the candidates to explore the process of writing a script, planning and shooting a short film. The end products should be different even though the candidates may work in small groups.

AO1—It is important that the questions on the worksheets reflect the industry and that local career opportunities are researched.

AO2—The client brief should allow for a short video that has a script and a story that encourages different films from the groups rather than a restrictive brief that means all of the story boards and films are almost identical.

AO3—This section allows reflection on the skills developed as well as the collation of suggestions for improvements that are gathered from the questionnaires.

These units had no entries in this series:

- VYJE Digital Music
- VYJF Manufacturing and Handfitting
- VYJG Sheet Metal

Contact details

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