



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

January Series 2017

## Principal Moderator's Report

# occupational studies

*Business Services*



## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies - Business and Services 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 - BUSINESS AND SERVICES

## Principal Moderator's Report

### Introduction

All moderators reported that they observed improving practice in the delivery of units within the Business and Services 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 candidates' diaries were well presented detailing the learning process, and in some cases reflective evaluations were included which formed part of the assessment for the AO3 criteria. Moderators reported that the majority of the marks awarded for candidates' evaluations reflected the evidence presented.

The moderators observed that all units were successfully tailored to meet the needs of a wide range of learning abilities and that the quality of the teaching and learning materials were of a good standard.

Moderators felt that a minority of centres needed further training to ensure that all centres clearly indicate how marks are awarded in each of grading criteria. Centres are now aware of the need to mark according to the CCEA Learner Unit Tracking Grid criteria outlined at the end of each occupational unit. Some centres for AO2 need to include more assessor observation records clearly stipulating the criteria being assessed with comments to support the marks awarded. Internal standardisation was recorded as being carried out in all centres except in cases where there was only one tutor delivering the course, however, moderators would like to see more robust internal standardisation being carried out across the units in the Business and Services qualification.

### Childcare: The Play Environment

Most centres provided good to very good portfolios of candidates' evidence for this unit. A variety of open and closed questioning together with transparent marking schemes were available for moderation.

In the majority of centres the evidence for the practical element of the unit was clear with photographic evidence which was annotated by the candidates. Most centres produced annotated photographs clearly showing the various stages in the process, and the majority of tutor observation sheets were clearly annotated and justified the mark awarded. Centres submitted the actual finished product which was designed by the candidate for the practical task of creating a game and the visual aids used when reading a story. This provided further justification for the marks awarded by the tutor.

Candidates were provided with the opportunity to evaluate their performance in the practical activities and these were marked appropriately. Candidates also evaluated the complete unit studied with the more able candidates suggesting how the study of this unit influenced their future career plans.

Folders of evidence were very well presented with CCEA Learner Unit Tracking Grids used to record candidate marks. Clear evidence of progression throughout the year/semester was evident in the candidate diary.

## **Communicating in an Office or Business Environment**

Opportunities were provided for candidates to demonstrate knowledge and understanding of the materials and related skills appropriate to this unit. Centres should ensure that candidates are provided with good opportunities to address the specification requirements relating to Health and Safety, Careers and Environmental Issues. Questioning which allows for stretch and challenge together with questioning requiring extended writing must be provided. This would allow the more able candidates to demonstrate their full knowledge and understanding of the topics. A variety of teaching activities and realistic practical assessments which enhanced the candidate experience resulted in good candidate outcomes being achieved. Teachers used role play and simulated exercises to assess the candidate outcomes relating to making and receiving telephone calls. Centres should consider using video and/or audio evidence for role plays and/or telephone calls. Good records of teacher observations and witness statements provided evidence for achievement and supported the marks awarded.

Candidates evaluated the practical tasks and these were in most centres appropriately assessed. Candidates should be encouraged to evaluate the full range of activities in the end of unit evaluation and consider how the unit helped them develop their future career plan.

Teachers provided transparent mark schemes showing the marks for each of the grading criteria.

## **Contemporary Cuisine**

In general the learners provided good evidence of safe working practices in a working environment, energy efficiency, local careers opportunities and knowledge of materials. In some centres the questions in relation to careers were too simplistic with learners being asked to list three careers instead of researching these. It would be encouraging to see learners show evidence of site visit/s to professional catering establishments which support an understanding of career opportunities in their related chosen industry. There was a good range of questions to stretch and challenge learners. The learners provided a very good range of suitable tasks to meet the specification requirements. Centres must provide transparent marking grids for AO2 to support the marks awarded for each task assessed.

The photographic evidence provided was generally good. 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.

In general, the task and final evaluations were satisfactory and marked appropriately.

## **Customer Service**

Most centres used practical/real selling opportunities to demonstrate competence, and this should be developed in all centres who select this unit.

In the majority of centres candidates were provided with the opportunity to fully research and report on different career options in this industry. This resulted in candidates achieving higher marks.

Centres must ensure they provide their candidates with the opportunity to answer stretch and challenge questions relating to the skills and materials required in this unit.

A variety of assessment methods were in evidence e.g. work product, observations, oral presentations, witness statements and role plays. Overall, evidence was well presented, clearly referenced with good feedback and transparent marking evident in many cases.

Occupational Studies programmes have been designed to be practical in nature with sixty percent of the marks allocated to the practical work. In a minority of centres the evidence for the six AO2 criteria took the form of written assessment with candidates not being provided with the opportunity to demonstrate their practical skills, resulting in lower outcomes being achieved.

In order to ensure that candidates achieve a Level 2 qualification, tutors should encourage more in depth candidate analysis and evaluation of their own performance.

## Facial Skincare

In some centres the recall of knowledge questions tended to be simplistic not allowing candidates to show the full extent of their knowledge. Centres should use a combination of open and closed questions to assess candidates in Health and Safety, Careers and Environmental Issues.

For the practical work, most centres produced excellent photographic evidence suitably annotated and showing various stages of the process. Tutor observation and witness statements were also used as evidence.

Candidate task and final evaluations were, in the majority of centres, marked appropriately.

## Manicure and Nail Art

In a minority of centres the recall of knowledge questions tended to be simplistic, not allowing candidates to show the full extent of their knowledge. Centres should use a combination of open and closed questions. Candidates should be provided with the opportunity to answer some questions requiring extended writing for Health and Safety, Environmental Issues and Materials and Skills related to this unit. This would allow for differentiation between their candidates.

For the practical work, most centres produced excellent photographic evidence suitably annotated and showing various stages of the process. Tutor observation and witness statements were also used as evidence.

Candidate evaluations of their own performance, in the majority of centres, tended to merely state what was done rather than focusing on how the task could be improved. In the final/end of unit evaluation candidates should be encouraged to demonstrate how the learning in this unit has influenced their future career paths. Marking for this criteria tended in a few centres to be slightly lenient.

## Modern Retailing

Written questioning was the main method used to assess the learners' knowledge and understanding of the requirements of this unit. The teachers provided clear mark grids which supported the marks awarded. In the majority of centres, learners were provided with good opportunities to demonstrate their knowledge of Health and Safety issues. In a minority of centres learners were not provided with sufficient opportunity to research and report on three career options, and this was reflected in the mark awarded.

To meet the specification requirements for the unit candidates must be provided with the opportunity to physically carry out the retail activities relating to dealing with customer complaints, receiving payments in a variety of formats, merchandising, moving stock and ensuring stock security. Centres that developed links with local retail organisations benefitted both from educational visits and guest speakers. Examples of the practical assessment

evidence included learners setting up and selling a variety of products in a realistic, simulated environment. This provided them with the opportunity to demonstrate their interpersonal skills, handling enquires and complaints, receiving payment, merchandising and stock handling skills.

Good annotated photographic evidence together with teacher observation records supported the marks awarded for the AO2 criteria. Video evidence is an excellent method to assess candidates' skills in this unit.

The learners were provided with opportunities to review their performances in the practical tasks. In order to achieve the top marks learners should be encouraged to critically analyse their work and suggest improvements which could be made.

## **Patisserie and Baking**

In general the candidates' portfolios contained all the evidence required to enable achievement. The language was appropriate for the level of candidate and the layout was clear and simple to follow. In all centres the candidates' work, observation records and photographic evidence had been authenticated by both candidate and tutor. Candidates where possible should provide photographic evidence of the processes in the practical activities undertaken not just the finished product.

In general candidates provided good evidence of safe working practices in a working environment. In relation to careers some candidates just listed rather than described different job roles. Candidates must be provided with the opportunity to fully research three careers to ensure they are not disadvantaged in this criterion.

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

In a minority of centres candidates' final evaluations need to be further developed to encourage them to consider how the study of this unit has influenced their career choices. This will allow the candidates to achieve higher level marks.

## **Shampooing & Conditioning Treatments**

Centres provided candidates with the opportunity to complete the two practical assessment activities required by the specification. Practical assessments, where possible, should be carried out on peers – one long hair and one short hair.

In a minority of centres the recall of knowledge questions tended to be simplistic not allowing candidates to show the full extent of their knowledge. Centres should use a combination of open and closed questions. Centres should also provide candidates with the opportunity to answer questions with extended writing.

Candidates must be given the opportunity for more self-reflection rather than descriptive writing in their evaluations. In the final evaluation, candidates should consider how the study of this unit has affected their career choice. This would allow them to achieve higher marks for this criterion.

## **The Physical Care of Babies**

Most centres provided very good folders of candidate evidence for this unit. A variety of open and closed questioning together with transparent mark schemes was available for moderation. Centres should consider providing candidates with some opportunity to engage in extended

writing activities when answering questions relating to Health and Safety and Environmental Issues. This would allow for differentiation between the candidates. Centres must also relate the teaching of this unit to the working environment and not the home environment.

The evidence for the practical aspect of the qualification was mainly photographic suitably annotated with tutor observation and witness statements. Tutors provided excellent feedback to candidates. This helped candidates when self-evaluating their performance in the practical activities. It was also beneficial during the moderation process.

Centres provided good opportunities for candidates to evaluate their practical activities and the unit of study. The evaluations were marked appropriately.

The folders of evidence were very well presented with CCEA Learner Unit Tracking Grids used to record candidate marks. Clear evidence of progression throughout the year/semester was evident in the candidates' diaries.

## Vehicle Servicing and Valeting Operations

An amendment to the specification (Circular No. S/IF/24/14) was issued to all schools and colleges, outlining changes to be put into operation in this unit. Evidence must be presented to cover the knowledge and understanding elements of vehicle servicing and valeting. For the practical assessments candidates have to choose either Servicing or Valeting, **not** both.

Several assessment opportunities need to be provided to candidates so that all the specification requirements are evidenced. In the majority of centres the evidence for knowledge and understanding tended to be simplistic and did not allow students to demonstrate their full potential. Centres should use a combination of open and closed questions to assess the learners.

Centres must ensure that all specification requirements are addressed i.e. Servicing **and** Valeting. This is despite the fact the practical assessment requires the learner to carry out either Servicing or Valeting. The practical assessments must fully meet the specification requirements. In some centres only the minimum opportunities were provided, and this disadvantaged the learners.

The evidence for the practical work in the majority of centres was photographic. This needs to be annotated, signed by both tutor and learner together with witness statements and teacher/lecturer observations. The photographic evidence must show the learners wearing the appropriate PPE.

There was clear evidence in the majority of centres showing how the learners were assessed, and transparent mark schemes showing the marks for each of the grading criteria.

The marking of the learners' task and final evaluations was lenient in a small numbers of centres.

### **No entries were submitted for the following units:**

- Creative Styling Using Blow-Drying Techniques
- Logistics and Transport
- Modern Office Procedures
- Using Office Technology

## Contact details

The following information provides contact details for key staff members:

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