



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

Summer Series 2017

Principal Moderator's Report

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

The number of cash-ins for the Summer 2017 series has increased by 717. This represents almost 10% increase on the previous summer series. The number of centres adjusted in this series has increased from 59 in Summer 2016 to 64 in Summer 2017. Some centres need to include more stretch and challenge assessment opportunities in order to give their candidates access to the higher mark bands within AO1. Centres must clearly align AO2 practical tasks with all the assessment criteria found in each unit specification. If centres are found to have not covered some part of the assessment criteria their marks will be adjusted accordingly.

Internal Standardisation

Whilst there has been an improvement from the previous series, some centres are still not carrying out effective standardisation across units within a pathway.

Design and Creativity Introduction

The Design and Creativity pathway was taken by a large number of candidates. Centres ranged from Schools, FE Colleges to Training Centres.

The variety of units offered was wide 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 areas made up the majority of the subjects chosen. There was a significant increase in the number of candidates entering for the Creative styling using Blow Drying techniques.

Overall this year there has been an increase in the number achieving at Level 2. It is possible that this may be attributed to the increased level of CCEA support in the form of agreement trials, portfolio clinics and centre support visits. The marks achieved for level one candidates has stayed almost the same as in 2016. In most centres a clear marking system was evident for AO1, AO2, AO3 and it was easy to track the origin of the marks. Evaluations have improved slightly from previous years, although there is still evidence of lenient marking for AO3 in a number of centres. It was noted that the number of negative adjustments has slightly decreased from last year. In a number of large Further Education centres internal standardisation has been carried out where units were offered across the pathway. Attendance at agreement trials is highly recommended and a wide variety of exemplar material is now available for most units. Centres are also encouraged to submit materials for the portfolio clinics which are held twice per year in the autumn and spring terms, as these provide good guidance on portfolio compilation.

Design and Creativity made up 21% 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 few centres.

To foster vocational skills, 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 continued to be very popular with learners undertaking two units from any of the six pathways.

- Design and Creativity
- Technology and Innovation
- Construction
- Business Services
- Environment and Society
- Engineering and Engineering Services

There are still general issues in some units which include:

- Evidence is required of annotated photographs for AO2.
- Better teacher mark grids that show where and why marks have been awarded in AO1, AO2 and AO3.
- Front cover sheets detailing the name of the unit and the candidates' details were not included in a few centres.

Contemporary Cuisine

Generally the learners provided good evidence of Health and Safety issues, and in particular safe working practices in a working environment were well understood. Environmental issues, local career opportunities and knowledge of materials for each section were well covered in a majority of centres. However, in some instances the questions in relation to careers were too simplistic, with learners being asked to list three careers instead of researching these in detail. In a minority of centres inappropriate careers choices such as that of Butcher were listed which did not fall within the Contemporary Cuisine specification. In some centres evidence of site visits to professional catering establishments were highlighted, and this supported their understanding of career opportunities in the hospitality industry. As in previous moderations there is scope for more stretch and challenge questions in order to differentiate between the levels of learner. The learners provided a good range of suitable tasks as per specification requirements; however a small minority of centres did not clearly show transparent marking grids for AO2 to support marks awarded for each task assessed. The photographic evidence provided was generally good and it is recommended that several colour photographs are used as this will reflect both the quality and creative flair of the methods and processes carried out. It is also recommended that centres show various stages of the preparation and cooking process, and it is best practice to show photographs of the candidates together with the final product produced. It is very important that each photograph portrays the actual work of the individual rather than a general class photograph. Evaluations were satisfactory and in some cases high marks were awarded for work which was not analytical or reflective in nature.

Creative Hairstyling on Long Hair

This was quite a popular unit. Generally there was good coverage of Health and Safety, Careers and Materials/Knowledge. For AO2 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.

Creative Styling using Blow Drying Techniques

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 unit. The questions relating to the materials and skills required provided candidates with opportunities to demonstrate their knowledge and understanding. In most centres the questions provided 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.

Creative Hair Styling Setting Techniques

This unit was taken by a small number of candidates in five centres. 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, and 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.

Enterprise Crafts

This was taken by a small 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 this unit. 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

This unit was taken by a significant number of centres this year. Generally the sample of work submitted ranged from satisfactory to excellent. The marking was consistent and in line with the 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

This unit was undertaken by a minority of learners and some good work was produced.

AO1 – Health and Safety and Environmental issues although addressed needs 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. One centre provided a realistic model of a bedroom which contained both wall and floor coverings and bedding.

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

AO3 – Evaluations were included and marked appropriately.

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

Patisserie and Baking

The sample of work submitted ranged from a good to an excellent standard. In general evidence for AO1 was provided in the form of written answers on each of the main topic areas. 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. It is also recommended that centres show various stages of the preparation and baking process, and it is best practice to show photographs of the candidates together with the final product produced. It is very important that each photograph relates to the individual work of the learner. Marking schemes were adhered to and easy to follow in most centres. Generally the marking was consistent with the requirements of the specification. Diaries were completed and some included evaluative comments which can be used as evidence for AO3 if the centre makes this clear in the final allocation of marks.

AO3 – The evaluations presented by the candidates at the end of sections and the end of the unit were generally of a good standard and most were appropriately marked. However, in some instances high marks were awarded for final evaluations which were not analytical or reflective.

Specialised Crafts

The number of candidates taking this unit were of similar number to 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 unit. 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 clear that candidates enjoyed this unit.

Textile and Fashion Design

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

The learners who undertook 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 AO2 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.

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

In the increasing number of centres that undertook 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 needs 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/pen drive and this greatly facilitated the moderating process.

Good teacher annotation was used throughout the portfolios moderated.

Contact details

The following information provides contact details for key staff members:

- Specification Support Officer: Nuala Tierney
(telephone: (028) 9026 1200, extension: 2292, email: ntierney@ccea.org.uk)
- Officer with Subject Responsibility: Dawn Agnew
(telephone: (028) 9026 1200, extension: 2445, email: dagnew@ccea.org.uk)