



CCEA Level 1 Award in Occupational Studies

CCEA Level 2 Award in Occupational Studies

Summer Series 2017

Principal Moderator's Report

occupational
studies
Construction

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies - Construction 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 – CONSTRUCTION

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 this pathway.

Construction Introduction

The standard of learner evidence in this pathway has improved. Unfortunately there were some centres that had not taken any notice of the comments from last year and made the same mistakes. This was particularly apparent in Bench Joinery where a table had been manufactured without using all the joints required in this specification. Unfortunately this not only resulted in the Bench Joinery unit being adjusted but all the units within the Construction pathway as a result of one unit being out of tolerance.

Construction made up 16% 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.

Bench Joinery

This unit was the most popular in the pathway and the candidates were producing some very good end products.

AO1 – The majority of the centres had modified the Carpentry and Joinery portfolio from the CCEA website and have also used the marking grids that it contains. It is recommended that centres check the portfolios contain sufficient Health & Safety, Environmental and Careers worksheets. It should also contain more stretch and challenge questions that will allow for higher marks to be achieved by the more able candidates. There is some new exemplar material available on the CCEA microsite that will help improve the range of questions which offer the stretch and challenge required for higher marks and differentiation between candidates.

AO2 – The majority of the centres provided good photographic evidence to support the AO2 marks and these were well annotated by the candidates to describe what they were doing. It is important that the candidates wear the appropriate PPE and they should include themselves wearing it in all of the photographic evidence. Please provide photographic evidence showing the joints used to manufacture one project covering the complete specification.

AO3 – The evaluations need to be structured in the worksheets to enable the candidates to evaluate their end product and analyse how it might be improved or whether it is a good quality and fit for purpose.

Brick/Block Work

Almost all the brick/blockwork centres are applying the specification correctly. There was evidence in most centres that internal standardisation did take place, however not all of it was effective. A suitable range of topics were used by the centres. In some cases the standard of marking was somewhat lenient by comparison to standards set out in specification. Reports need to be more concise. Additional photographic evidence would help to show progression of the candidates' work. Evaluations were marked leniently; care should be taken to ensure the marks awarded for the evaluations reflect the work that the learner has completed.

Carpentry and Joinery

AO1 – although the majority of centres have used the exemplar booklet as a starting point, they have made adjustments which make questions too basic and simplistic. Although these are marked correctly and given top marks, the questions sometimes do not cover the requirements of the specification nor are they sufficiently demanding to warrant the top band of marks. Please see new exemplar available on the CCEA microsite. Care should be taken so that three careers are researched as required.

AO2 – most centres covered the requirements of the specifications. However, there are still some centres that are not covering all of the joints in one product. The example given for this unit is a birdhouse, and most candidates produced a very high quality well manufactured end product. The photographic evidence is crucial for the moderation process, and it is not sufficient to include just one photograph of the completed product. There should be supporting evidence of an annotated series of photographs of the construction process and stages with a minimum of seven photographs. There were also some very helpful annotated portfolios where the teacher has shown the candidate support and encouragement throughout the process. The candidates also seem to enjoy the unit and are proud of their efforts.

Hard Landscaping

Generally the marking was consistent throughout all the samples moderated. However it would be good practice if tutors standardised their portfolios in terms of dividing portfolios into three separate sections. Candidates demonstrated good motor skills across a range of areas within their portfolios.

AO1 – Candidates demonstrated an overall awareness of the specification. Evidence is satisfactory but could have been underpinned through candidates reflecting and developing on career pathways in their specific occupational areas. Candidates could have further expanded upon the Health and Safety at Work Act within their portfolios.

AO2 – Candidates' Project work has been supported by the tutors, with good evidence contained within their portfolios. However, it would be good practice for the IV to check on signatures etc. before sending portfolios to be moderated. Additional photographic evidence would also help support the learners throughout their study period. Centres should provide well annotated working drawings for each specific task to indicate the project being attempted and standards required. Witness statements support the learners throughout their programme which is good practice.

AO3 – Evaluations are generally limited, but a recommendation could be to introduce open ended questions thus allowing the learners to reflect on their programme with a holistic approach. Teachers/lecturers should encourage candidates to identify the strengths and weaknesses of all aspects of the activities undertaken.

Painting and Decorating

A small number of centres delivered this unit. Those centres produced good practical work using a variety of different types of paint. The evaluation component AO3 still requires more evaluative rather than descriptive statements. Most candidates completed evaluations which were basic to satisfactory, but were generally marked realistically.

Plastering

The learner evidence presented was by way of photographic evidence and witness statements. Generally the centres portfolios were well set out and clear evidence was presented for AO1 and AO2. Candidates should be encouraged to identify AO3 evidence reflecting on their strengths and weaknesses of all aspects of the activities undertaken. There was evidence in most centres that internal standardisation did take place.

Plumbing

Overall the centres provided good evidence for the AO1 section in line with the specification. In most centres a good range of suitable tasks were submitted with transparent marking grids to support marks awarded. The team found a genuine effort being made in the AO3 section however, some centres marked work somewhat leniently. End of task and final evaluations should be structured so as to reflect the skills of the actual task being undertaken. Evaluations need to be more analytical/reflective/give detailed suggestions for improvements. Overall, there was a very good effort made in this unit.

Tiling

Only one centre has delivered the Tiling unit this series. Those who do so in future must comply fully with the specification including floor and wall tiling and tile trim.

Contact details

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