



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

January Series 2018

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.

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LEVEL 1 AND LEVEL 2 OCCUPATIONAL STUDIES IN ENVIRONMENT AND SOCIETY

Principal Moderator's Report

Introduction

The moderation team reported that they observed some improved 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 good standard. Where photographic evidence was used this showed, in many cases, candidates performing realistic working activities. In most centres the photographs were well annotated by the candidate, identifying the processes involved. The use of PPE remains an issue in some centres.

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. Evidence relating to Assessment Objective 1 Materials and related skills met the requirements of the specification in most centres. Centres have been advised to review the Assessment Objective 1 support materials available on the CCEA website.

The Assessment Objective 2 practical activities were of a good standard in some centres with teacher/lecturer observation and checklists completed. In some centres, there was very basic information included in the observation which did not always justify the marks awarded. Many of the photographs highlighted valuable learning experiences. Annotation of the photographic evidence by the candidates in some centres was of a good standard. Marking schemes for assessed tasks were included in most portfolios. This provided the moderator with evidence to justify the marks awarded. Some centres have been asked to provide this information in future submissions. If this is not included with detailed observations by teachers/lecturers, marks will be deducted.

The candidate evaluations in Assessment Objective 3 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. Where this has not happened, this must be addressed in future submissions. In centres where the structure was very poor, moderation was much more difficult.

Internal Standardisation

More work is required in some centres where the evidence presented did not meet the standard of the assessment.

Animal Care

No entries.

Caring for Plants and Flowers

There were well structured files presented in this unit.

Assessment Objective 1 was evidenced very successfully using the exemplar material from the CCEA website. This made the moderation of this section very straight forward with all candidates able to present evidence at different levels.

The evidence for Assessment Objective 2 covered all of the six learning outcomes with good photographic evidence which was clearly annotated by the candidates, and good observations carried out by teaching staff. All sections of Assessment Objective 2 must contain photographic evidence.

The Assessment Objective 3 evaluations were satisfactorily marked.

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. This will assist both the assessor and the moderator to ensure all areas of the specification have been covered. My diary was included in all candidate portfolios.

Assessment Objective 1 was of a fairly good standard. More work is required in some centres where the exemplar materials are not being adapted and used. Candidates cannot achieve the higher marks unless they present evidence of an excellent understanding of the Health and Safety at Work Act, the Environmental Impact of the occupational area and Careers.

The photographs in Assessment Objective 2 must be clearly annotated by candidates and cover the learning outcomes. Teacher/lecturer detailed observation records should also be included which justify the marks awarded. Some centres are not using Personal Protective Equipment (PPE); this is an area of concern. The use and care of tools and the setting up of a small composting area were not included in some centre evidence and marks were deducted. The photographic evidence presented must clearly identify all of the activities of Assessment Objective 2 with detailed teacher/lecturer observation.

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

Reminiscence with Individuals in a Care Environment

No entries.

Running a Leisure Event

Assessment Objective 1 should be covered using the exemplar questions on the CCEA website which can be adapted to suit this unit. This will ensure all areas are covered.

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 provides the differentiation. Candidates carried out feasibility studies, presented evidence of planning, sharing roles and carrying out the activities. Photographic evidence was annotated by the candidate.

Task and final evaluations were of a satisfactory standard.

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 good standard of analysis provided. Task and Final Evaluations were completed and marking was good in the majority of centres.

Tour Guiding

This unit focuses on the role of the tour guide. This was successfully achieved by centres working with small groups during this activity. Candidates visited areas of interest which assisted their understanding of this unit.

The centres delivering this unit completed questions on Health and Safety, Environment and some aspects of careers. Use was made of the exemplar questions on the CCEA website by some centres.

Materials and related skills did not always provide stretch and challenge and this must be addressed for future submissions.

The Assessment Objective 2 learning outcomes 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. The careers leaflets presented focused on the skills, qualifications and personal qualities of a tour guide. Detailed itineraries were included. The quality of maps presented was of a good standard. Photographic evidence was good.

Working in a Care Environment

No entries.

Working in Tourism

No entries.

Contact details

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