



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

January Series 2018

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.

Contents

Principal Moderator's Report	3
Contact details	6

LEVEL 1 AND LEVEL 2 OCCUPATIONAL STUDIES IN CONSTRUCTION

Principal Moderator's Report

There has been an improving practice in the delivery of units within the Construction pathway this series. The quality of candidate evidence presented was, in general, of a good standard. A wide variety of teaching activities and assessment methods were observed resulting in good 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.

Generally the candidate evidence presented indicates improvement in the majority of cases with regard to the following:

- Clearer indication of the marks being allocated to the three sections Assessment Objective 1, Assessment Objective 2 and Assessment Objective 3, and the marks being transferred to the learner unit tracking grid.
- Better breakdown and annotation of marks for individual tasks and sections.
- Clearer indication of the topics and tasks within the sections, e.g. Health and Safety, Knowledge, Careers and Environment.

All centres delivering Occupational Studies must support candidates to achieve the best possible outcome appropriate to their ability.

This includes:

- providing access and guidance to appropriate assessment tasks and resources which cover the complete specification;
- encouraging candidates to be evaluative rather than be descriptive in section Assessment Objective 3.

The Candidate evidence must be presented in the following way: Front cover

The front cover must include the following information:

- Pathway
- Unit name
- Candidate name and number
- Teaching centre name and number
- Administration centre name and number (where different from teaching centre)
- Completion date

It is good practice to include the following content within the first few pages of candidate's evidence:

- Signatures to confirm authenticity (Candidate and teacher/lecturer);
- Learner Unit Tracking Grid clearly demonstrating where marks are awarded under all ten assessment outcomes;
- Unit specification.

Assessment Objective 1 content to include Health and Safety, Environment, and related Careers

(Time allocation to this section should equate to 20% of your overall time allocation i.e. approximately 14 hours of the recommended guided learning hours which is 70. The ratio of assessment marks for the Health and Safety, Careers and Related Environmental Issues should be approximately 4:3:3.)

The structure of the questions and assessment tasks should allow for stretch and challenge to provide differentiation between learners of various abilities.

Health and Safety contains some common content such as the Health and Safety at Work Act (HASAWA) as it applies to the units within this specification.

(this represents 4 marks out of the total of 10 for this assessment outcome)

The assessment should include short answer questions on Health and Safety issues appropriate to this unit and slightly more demanding questions which demonstrate the candidate's ability. The final questions in this section should have a greater degree of rigor and allow candidates to apply their knowledge through stretch and challenge opportunities.

Legitimacy of learner outcomes is essential. All practical work produced under Assessment Objective 2 must be supported by photographs (minimum of 7) that record the development of the Assessment 2 project. Witness statements signed by the candidate and the teacher/lecturer together with appropriate evidence may also be used. The degree of complexity outlined in the specification must be reflected in Assessment Objective 2.

Assessment Objective 3: Evaluations

This section still needs to be addressed in more detail by many centres. Candidates tend to provide statements which are descriptive rather than evaluative of the task. Evaluations should also reflect on how the candidate's experience would impact on their outlook, career opportunities and job/employment prospects.

In the majority of centres the candidates' diaries were very well presented detailing the learning process. Although diary entries in themselves are not awarded any marks, in certain cases some reflective evaluations were included and formed part of the evidence for Assessment Objective 3 task evaluations.

Most moderators reported that marks awarded for candidates' evaluations tended to be lenient due to the descriptive rather than the evaluative nature of the content. Candidates need to reflect on how this experience would impact on their outlook, career opportunities and employment/job prospects.

Internal Moderation/Verification

All units within a pathway must be internally moderated/verified. This was a major issue in many centres. Schools and colleges should internally moderate/verify results within individual units and related units across the pathway or across pathways. All units within a centre must have the same rigor applied relating to learner outcomes. The outcome of this exercise would establish that all assessment marks would be consistently accurate across all units.

The negative impact of not carrying out this process correctly is that any unit which has been marked too leniently will have the marks adjusted by the moderation team. The adjustments applied will pull down the overall marks for that specific unit and all other units included for moderation within the pathway.

Bench Joinery VYFA

Generally the work produced was good. It was great to be able to view each student's individual work. Assessment Objective 3 - similar to Assessment Objective 1, most candidates completed a simplistic evaluation booklet, and generally high marks were awarded for inadequate answers which lacked self-reflection and suggestions for improvement.

Brickwork VYFB and Hard Landscaping VYFD

Photographic evidence was provided in support of the marks for Assessment Objective 2. In some cases for Assessment Objective 1 the correct methods and proper specification are not being applied. In general there has been an improvement of performance in Assessment Objective 3.

No other units in the pathway presented evidence for moderation this series.

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)