



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

January Series 2018

Principal Moderator's Report

occupational studies

Technology and Innovation

Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's Level 1 and Level 2 Qualifications in Occupational Studies - Technology and Innovation 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 Report	3
Contact details	5

LEVEL 1 AND LEVEL 2 OCCUPATIONAL STUDIES IN TECHNOLOGY AND INNOVATION

Principal Moderator's Report

Introduction

The quality of the work submitted for moderation in this pathway was generally very good. However, there are still some issues in some centres concerning the marking and quality of the questions in Assessment Objective 1 and Assessment Objective 3. The questions regarding Health and Safety and the Environmental issues should include more stretch and challenge opportunities. Worksheets that require basic answers do not justify the candidates gaining marks that equate to 'excellent' on the mark grid. To gain 10 marks the candidate should have outstanding answers and show a greater range of knowledge than just a basic understanding of the topic. All units need more annotation from the teacher in Assessment Objective 2 to justify the marks. It is therefore very important that there is a comprehensive mark scheme to show where and why marks have been awarded in the practical skills. It is especially important to add more photographic evidence of the stages in the production of the final product and add, where appropriate, peer and self-evaluations to stimulate evaluation comments for Assessment Objective 3.

VYJA Bench Joinery and VYJC Carpentry & Joinery (Site Joinery)

Both units generally used the same exemplar booklet from the CCEA microsite, but it would be advisable if the centres changed or adapted the questions in the booklets to make them specific to different specifications and occupational pathways. More detailed exemplar material has been produced by CCEA recently and this should be consulted and worksheets amended as necessary.

The practical outcomes and final products that were shown in the photographic evidence showed a good level of skills from the candidates. It is important that the candidates wear PPE for all practical activities and this must be shown in the photographs submitted in the portfolio as evidence for Assessment Objective 2.

The marking for both of these units was lenient in Assessment Objective 1, and Assessment Objective 3 in some of the portfolios submitted for moderation.

AO1 - This area needs to be improved in some centres. The worksheets need more stretch and challenge questions, especially in the Health and Safety and Environmental Issues sections, as some candidates are gaining full marks for very basic responses. The Careers section requires research for three careers in an appropriate vocational area that relates to the unit specification. The candidates should include information on the qualifications needed or available through a course at a local Further Education college as well as any available apprenticeships. The information should include the salary and working conditions as well as personal skills required for each job that is identified.

AO2 - All of the centres need to include more teacher/lecturer annotation in Assessment Objective 2 to show where and why the marks have been awarded. The pictorial evidence could be improved by the inclusion of close ups of the joints and the final product with annotation by the candidate and teacher regarding the quality of the joints and final appearance and whether it is fit for purpose.

AO3 - More evaluative and reflective responses are required to gain higher marks. In most cases the evaluations were simply descriptions of what the candidate had done and the tools that the candidate has used, rather than giving suggestions of how they could have improved their final product or how they could use the skills they have learnt.

VYJF Manufacturing and Hand-fitting and VYJG Sheet Metal

Both units are covered by these comments.

AO1 - The centres that submitted portfolios for both of these units in this series were using worksheets for the Assessment Objective 1 section that need to be improved for the next submission. There were insufficient questions for Health & Safety, Environmental Issues and Careers and very limited opportunities for stretch and challenge. The Materials and Skills section also needs to be improved. It has been suggested in the Tac 6 reports that the centres refer to the exemplar material on the CCEA microsite and adapt the material for these particular specifications.

AO2 - There is insufficient annotation from the teachers to justify the marks awarded, and mark grids need to be developed for each of the Assessment Objective 2 skills. The photographic evidence that was supplied lacked sufficient annotation regarding the process and tools being used. There was no evidence of the candidates checking their work for accuracy and tolerance. There should only be one product and this should reflect the requirements of the specification and should be sufficiently complex for level 2 to be awarded.

AO3 - Generally the evaluations were basic and descriptive and were leniently marked.

VYJH Sound Production

The portfolios submitted for this unit were well presented and the candidates had good opportunities to present their DJ skills and record their own Demo Disc.

AO1 - This section allows for an insight into the opportunities and working conditions in the music industry. The worksheets could be improved with more opportunities for exploring the H&S issues in the music industry and especially in a DJ venue.

AO2 - The evidence of running a disco event was good with photographs and peer evaluations that helped the candidates produce evidence for Assessment Objective 3. It is obvious from the portfolios submitted that the candidates enjoyed taking part in this unit.

AO3 - There was evidence in the self-evaluations that some of the candidates' confidence of speaking in public had improved which was especially commendable. The candidates had all found the experience of being a DJ most enjoyable.

Contact details

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