



CCEA Level 1 Award in Occupational Studies

CCEA Level 2 Award in Occupational Studies

Summer 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.

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LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES – TECHNOLOGY AND INNOVATION

Principal Moderator's Report

Introduction

The number of cash-ins for the summer 2018 series has remained broadly similar at 8050 cash-ins. The total number of overall unit entries has increased by 1% to 15804. The number of centres adjusted in this series has increased from 69 in summer 2017 to 90 in summer 2018. There were some positive adjustments as well as negative adjustments. Some centres need to include more stretch and challenge assessment opportunities in order to give their candidates access to the higher mark bands within the AO1 criteria. Centres must clearly align AO2 practical tasks with **all** the assessment criteria found in each unit specification. If centres are found not to have covered some part of the assessment criteria their marks will be adjusted accordingly.

Technology and Innovation

The number of candidates taking units in this pathway has reduced slightly in this series. There were more adjustments this year which were possibly due to some centres that were given a strongly worded Tac 6 report last year and given suggestions for improvements to the portfolios and the evidence required but unfortunately did not make any changes. Marks were therefore adjusted this year.

The Health and Safety evidence in most centres 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. The Environment section was covered to a basic standard by most students. Evidence relating to AO1 Materials and Related Skills met the requirements of the specification in most centres. It was disappointing that not all centres included the Learner Unit Tracking Grid. Centres would be advised to view the AO1 support materials on the CCEA website.

The AO2 practical activities were also of a good standard in many centres with teacher/lecturer observation and checklists completed. In some centres very basic evidence was presented which did not justify the marks awarded. Many of the photographs highlighted valuable learning experiences; unfortunately some were group photographs with no annotation by the candidate. Annotation of the photographic evidence by the candidates is vital and must be included in all portfolios. Marking schemes for assessed tasks were included in some portfolios and this made it clear how marks had been awarded.

AO3 candidate evaluations were of a good standard in most portfolios, although some were still marked leniently. Centres have been advised to view the AO3 materials on the CCEA microsite. This section should not be marked on the response of the candidate to each question provided but should be looked at as a holistic assessment.

Portfolio Structure

The majority of centres have provided well-structured portfolios of candidates' evidence with pages numbered and linked to My Record. In centres where the portfolio structure was very weak, moderation was difficult.

Technology and Innovation made up 11.64% 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.

Internal Standardisation

In most centres there was evidence of cross moderation but this was not always the case. This is a continuous process with teachers/lecturers reviewing work carried out throughout the year to allow for consistency and reliability of outcomes.

Bench Joinery

This unit was the second 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 that can be accessed by the more able candidates. There is some new exemplar material available on the CCEA microsite that will help improve the range of questions and exemplify the stretch and challenge required for higher marks and the differentiation between candidates.

AO2 – the majority of the centres provided good photographic evidence to support the AO2 marks and this was 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. It is important that the photographic evidence shows the joints and the tolerance accepted for the marks awarded.

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.

Computer Aided Design

The CAD unit continues to grow in popularity each year.

AO1 – the worksheets in this unit covered the requirements of the specification, but there could be a greater use of stretch and challenge questions to differentiate between candidates. The Careers and Environmental Issues sections provide opportunity for individual research and allow for differentiation. Environmental questions dealing with recycling and re-using as well as conservation of energy should be considered. There is some new exemplar material available on the CCEA microsite that will help improve the range of questions which demonstrate the stretch and challenge required for higher marks and the differentiation between candidates.

Over lenient marking in this area was mostly due to the simplistic nature of the worksheets and centres should check the comments on the Tac 6 report to amend the worksheets in line with recommended suggestions.

AO2 – there are still some issues about the requirements of the specification. The suggested product in the specification was not always followed and care must be taken that alternative products cover the complexity required for a level 2. The CAD product **must only be in 2D and not 3D and printed on A3 paper**. There is an exemplar on the CCEA microsite, and this should be consulted if in doubt. Most of the issues around components/symbols library must relate to the drawings and not the CAD command symbols. The title on the drawing should be clear and concise and state the scale of the drawings. There should be clear annotation from the teacher on the sheet or on a separate marking grid to justify why the marks are awarded for each AO2 learner outcome. This is a popular unit and it is easy to see how the candidates could use the skills learnt in this unit in the future. It especially links with the Carpentry and Joinery and Manufacturing units.

AO3 – the evaluations in this unit were rather descriptive and could be extended through questioning to see where the skill learnt in this CAD unit could be used in other occupational areas. There is some exemplar material on the CCEA microsite that will help with this area so that worksheets in the portfolios can be improved to encourage the candidates to access the higher marks.

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 or they are not sufficiently demanding to warrant the top band of marks. Care should be taken so that three careers are researched in the detail required. More stretch and challenge questions should be used to differentiate between candidates. Environmental questions dealing with recycling and re-using as well as conservation of energy should be considered. The tools and materials were covered well in most cases. The exemplar can be altered and added to as suits the requirements of the candidates, but centres must make sure that there are opportunities for the more able candidates to show their greater depth of knowledge. There is some new exemplar material available on the CCEA microsite that will help improve the range of questions and demonstrates the stretch and challenge required for higher marks which provides differentiation between candidates.

AO2 – most centres covered the requirements of the specification. 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 sound and competently 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 in an annotated series of photographs of the construction process and stages. It is also important that the photographic evidence shows the candidate wearing PPE and using the tools during construction. The joints in the construction process should be labelled and a close up photograph of the joint showing the tolerance is essential. There were also some very helpful annotated portfolios where the teacher has shown the candidate support and encouragement throughout the process. The quality of the practical work is, as ever, very impressive with some very well made products. The candidates also seem to enjoy the unit and are proud of their efforts.

AO3 – the evaluations are generally descriptive and state the tools used and whether the candidate enjoyed the unit. However, more reflective comments on the process and the quality of the completed product would enable the candidates to access the higher grades.

Digital Imaging

This is the most popular unit in the pathway.

AO1 – the old exemplar from the CCEA microsite was mostly used, and the marking was appropriate. There were some good examples of careers research in the Digital Technology sector. The section on Careers is generally well covered but more detail on the qualifications and skills necessary for these careers should be included with details of the possible salary and progression. However, there needs to be more opportunities for research and stretch and challenge. There is some new exemplar material available on the CCEA microsite that will help improve the range of questions and stretch and challenge opportunities required for higher marks and differentiation between candidates. The old exemplar material includes a lot of one mark questions that should be made more complex so that not all of the candidates gain 100% in this section.

AO2 – the specification requires the candidates to know about and be able to use a digital camera. They should be able to take their own photographs of the different genres and also manipulate them. However, some centres had relied on downloading stock images and changing these using the software. Although the skill of using the software is evidenced, it would be much more practical for the candidates to use their own photographs. It is a requirement of the specification that the candidates show how they fulfil the demands of a client brief. There should be a very clear client brief that the candidate researches showing how they have come to a decision as to how they are going to fulfil the brief with a clear Action Plan with targets and dates etc. that are updated as they go through the production process. There should be screen dumps and annotation by the candidate and teacher/lecturer for each of these to show the learning process and the skills mastered. The candidates did show very competent use of Photoshop in the majority of cases. It is not acceptable for all of the candidates to use the same images as there should be some evidence that the candidates have chosen their own photographs to work on. The final montage was generally good, but it was not always evident that these had been put on display and evaluated by other viewers such as their peers or a general audience. A hard copy of all work must be supplied for moderation purposes. The final product should be different and separate to the montage. There must be evidence that the end product matches the client brief and should be clearly annotated by the teacher and candidates to justify the marks awarded.

AO3 – there were very good evaluations by quite a number of candidates, but generally the weaker candidates made little or no attempt to evaluate their end product. More support through worksheets and leading questions should be included for the weaker candidates. There is some new exemplar material on the CCEA microsite that will help with this area so that worksheets in the portfolios can be improved upon.

Digital Music

AO1 – this section was well covered, but the use of simple quizzes does not stretch the more able candidates, and these activities should be supplemented with more individual research questions to allow for the higher range of marks. The candidates should not all get 100% in this section. If there are only simple one mark questions there is not the opportunity for the better candidates to demonstrate their greater depth of knowledge. This can be done best through the Careers and Environment sections. There is some new exemplar material on the CCEA microsite that will help with this area so that worksheets in the portfolios can be improved to allow the candidates to access the higher marks.

AO2 – the candidates were very able and produced some good musical products. The candidates obviously had fun while completing their assignment tasks. The end product should be submitted as a CD for moderation with hard copies of the planning and production process in the portfolios. Screenshots with teacher and candidate annotation help justify the marks awarded.

AO3 – this was very leniently marked in some cases and care should be taken to allow the candidates to use peer evaluations as well as their own reflection on the process, skills learnt and the quality of the end product.

Manufacturing Hand Fitting/Manufacturing Sheet Metal

Both of these units seemed to be taken together by the majority of candidates. This year there was an increase in entries for the Sheet Metal unit. The candidates sometimes used identical workbooks for the two units. However, separate portfolios should be produced for each unit, and if possible different questions in the AO1 section to allow for the different occupational requirements.

AO1 – this section was generally well covered, especially the tools and materials. However, there is a need for more stretch and challenge questions to allow for differentiation between candidates. At present most candidates get high marks in this section where there should be opportunities for the better candidates to get higher marks. The number of simple one mark questions should be limited and other questions requiring individual research would allow the more able candidates to demonstrate their greater knowledge. There is some new exemplar material on the CCEA microsite that will help with this area so that worksheets in the portfolios can be improved to allow the candidates to access the higher marks.

It is important that the candidates research three different careers that relate to manufacturing and engineering, as some candidates had researched three general engineering careers that did not relate to manufacturing sheet metal work.

AO2 – it is important that the requirements of the specification are followed for each unit. There are examples of the product that could be constructed in the specification and these should be followed. Generally the work and standard of the final product was very good. However, there needs to be more annotation by the teacher to justify the marks awarded, and also the inclusion of photographic evidence of the stages in the production/construction process. The photographs should show the details of the quality of the product and candidates must be wearing PPE during their practical work. This was not evident in some photographs and it is a Health and Safety concern.

AO3 – the candidates gave evaluations that were very basic in most cases, descriptive rather than reflective. There was little evidence of reflection on the quality of the end product. The candidates should be encouraged to reflect on the use of the object, whether it is fit for purpose and whether it could be improved in appearance.

Sound Production

AO1 – this was generally well done with appropriate worksheets. The worksheets should include a range of questions so that there are opportunities for questions that involve more knowledge and research opportunities. One mark questions can be used but they should be used sparingly. More work on investigating three careers through individual research would allow for stretch and challenge. There is some new exemplar material on the CCEA microsite that will help with this area so that worksheets in the portfolios can be improved to allow candidates to access the higher marks.

AO2 – there were some very competent pieces of work produced that showed a good standard of skills. The unit is basically concerned with the role of a DJ and the skills required to use the equipment and present a range of music at an event such as a disco. The research should be based on the requirements of the target audience. The CD of the final product should be accompanied by hard evidence of the planning and research stages. The CD should be a demo disc that a DJ might send out to potential employers or event managers which will demonstrate their skills and the variety of music that they have chosen to match the audience and event such as a disco or wedding reception. If the CD is of a radio show it should not include too much ‘chat and discussion’ as the main product should show how the DJ introduces the tracks, and their choice and justification of the tracks or music genres should be shown in the planning process. There should be photographic evidence of the candidates setting up and using the DJ equipment and evidence of the show that they have taken part in.

AO3 – these were mostly leniently marked, but there was some evidence of reflective and evaluative statements from some candidates. The use of questionnaires and peer evaluation was effectively used in some centres.

TV and Film Production

AO1 – this section was generally well completed by all centres and there were some examples of good practice and accurate marking. The Health & Safety and Careers part of the specification were well covered by the candidates.

AO2 – there was a good quality of work produced by the candidates that chose this unit. The topics were sometimes a little macabre again this year, but this genre is very popular with this age group. The moderators became accustomed to the hauntings and murders by the end of moderation. There were some very good pieces of evidence for storyboarding and action planning in some portfolios, but in some it was not clear if these were individual action plans or team efforts. There should also be separate films for each candidate even if the film is the result of a team effort. It must be clear which role the candidate took in the process and then the candidate should edit the film themselves and the music and titles should be individual to the candidate.

AO3 – this unit showed some of the best evaluations in the pathway, the film making process lending itself to reflection and evaluation.

Contact details

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