



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

Summer 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.

Contents

Principal Moderator's Report	3
Contact details	8

LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES – ENVIRONMENT AND SOCIETY

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 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.

Environment and Society Introduction

The moderating team reported that there was an improvement in the evidence presented for moderating with fewer centres having marks adjusted than in previous years. They noted that a number of centres did not make changes suggested in Tac 6 reports in the previous moderation. This resulted in many of the centres being adjusted. The evidence presented by the majority of the centres met the requirements of the specification. 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 materials on the CCEA website.

The AO2 practical activities were 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 these marks had been awarded.

The candidate AO3 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 website. 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 structure was very poor, moderation was difficult.

Environment and Society made up 14.5% 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 single award 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.

Animal Care

The candidates' portfolios presented for this unit contained a good understanding of care and handling of a range of animals.

The AO1 evidence presented in most cases covered the requirements of the Health and Safety at Work Act and demonstrated a satisfactory understanding. The quality of work for Careers and Environmental Issues varied from centre to centre. Where centres used the exemplar materials, moderation was straight forward.

The AO2 evidence contained some good photographic evidence with teacher/ lecturer observations included. Annotation was not always included, and this must be addressed. It is important that the photographs provide evidence of the learner outcomes in each of the six assessed areas and the witness testimony justifies the marks awarded with clear criteria included.

The AO3 task and final evaluations were completed to a good standard in most centres with marking in most centres accurate.

Caring for Plants and Flowers.

The candidate portfolios should contain My Record with sections set out showing AO1, AO2 and AO3 of the unit. My diary was included in most candidates' portfolios.

The AO1 knowledge and understanding was generally of a satisfactory standard with candidates achieving high marks where the evidence presented demonstrated stretch and challenge. Some centres marked this area very leniently and did not include sufficient evidence.

AO2 The photographs in this section must be clearly annotated by the candidate and cover the learning outcomes. Teacher/lecturer observation should also be included which is detailed and justifies the marks awarded. Most centres made good use of Personal Protective Equipment (PPE). Where PPE was not used, marks were deducted as there is no compliance with Health and Safety regulations. Evidence in many centres was supported with good photographic evidence clearly annotated by candidates describing what they have done. The observations carried out by the teacher/lecturer were in some cases very detailed, while in other centres there were very poor comments to justify the high marks awarded. This needs to be addressed.

AO3 Centres using the examples of question provided by CCEA received some good answers from candidates, unfortunately the marking in some cases was lenient.

Growing Plants in a Sustainable Way

The candidate portfolios should contain My Record with sections set out showing AO1, AO2 and AO3 of the unit. My Diary was included in most candidate portfolios.

The AO1 knowledge and understanding was generally of a satisfactory standard with candidates achieving high marks where the evidence presented demonstrated stretch and challenge.

AO2 The photographs in this section must be clearly annotated by candidates and cover the learning outcomes. Teacher/lecturer observation should also be included which is detailed and justifies the marks awarded. Most centres made good use of Personal Protective Equipment (PPE). The identification and use of basic tools was a paper based exercise. This section must include the practical use and care of tools and equipment in this unit. The setting up of a small composting area was completed in most centres with some focusing on the making of the compost rather than the actual composting. Methods of distributing plants and the outlets for retailing these plants, for example nurseries, florists, garden centres or DIY/supermarket outlets was included and good evidence was presented by most centres. The plant stall activity was not always completed to a satisfactory standard.

The AO3 Task and Final evaluations were of a satisfactory standard in the majority of centres.

Reminiscence with Individuals in a Care Environment

The AO1 exemplar questions were used in most centres successfully. The evidence presented was generally of a good to satisfactory standard. The candidate portfolios were well structured in some centres with My Record completed with page numbers.

The AO2 evidence included very good photographic evidence and teacher/lecturer observations. Memory boxes were also included which was good practice. The unit focuses on reminiscence with an individual and this was successfully completed with visits to a care home for many candidates. These visits were supported with good photographs and witness testimonies.

The AO3 evaluations were of a satisfactory standard. Candidates need to be encouraged to critically analyse the work they have completed and in the final evaluation focus on the whole unit.

Running a Leisure Event

There were a number of centres who had difficulty generating evidence for this unit.

The AO1 evidence varied with some centres providing basic questions which did not allow for stretch and challenge.

The AO2 evidence presented was generated through group activities. Some centres presented evidence belonging to everyone in the group. This should not happen as the only evidence presented should belong to the candidate. 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. The comments by the teacher/lecturer should be evidencing the marks awarded and demonstrating differentiation between candidates. Candidates should carry out feasibility studies, present evidence of planning, sharing roles and carrying out the activities. In some centres there was similar evidence presented for a number of candidates. The portfolio of evidence should only include the candidate's work and not the work of other participants. All photographic evidence must be clearly annotated by the candidate and clearly identify their role/roles in the event. Video evidence could also be used to generate evidence with teacher/lecturer observation. The observation by the teacher/lecturer should be detailed and referring to all the learner outcomes and justifying the marks awarded.

Some centres designed group questionnaires but it was often difficult to assess the individual's contribution to this process.

The AO3 evidence completed by candidates showed some good evaluative responses. Some centres marked the evaluations leniently.

Sports Leadership

Centres delivering this unit provided some good examples of coaching in a number of sports.

The AO1 Health and Safety questions were of a good standard. More work is required on the environmental impact of this area. Reduce, Reuse and Recycle should be the focus. Some good careers evidence presented. Materials and related skills required further work in a number of centres.

AO2 – 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 proof of practical tasks was clearly supported with photographic evidence, witness testimonies 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 of a good standard.

AO3 – 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. Following the assessment guidance found on page 53.3 of the specification is vital. The candidates should visit areas of interest and meet tour guides.

AO1 – the centres delivering this unit completed questions on Health and Safety, Environment and some aspects of Careers. The exemplar questions on the CCEA website should be modified and used by centres for the Tour Guiding unit.

Materials and Related Skills did not always provide stretch and challenge.

The AO2 learning outcome provided the candidate with the opportunity to demonstrate their knowledge and understanding relating to the role of the tour guide through producing an information leaflet or planning and running a tour for a specific group of foreign tourists. Some centres produced good careers leaflets and did focus on the skills, qualifications and

personal qualities of a tour guide. Some evidence of detailed itineraries was included. The quality of maps for the tour was not always of the required standard. The candidate should design a map. Many maps were photocopies.

AO3 - the marking of evaluations varied from leniently marked to good.

Working in a Care Environment

AO1 – the evidence presented for this unit was generally of a good standard. The candidate portfolios were well structured. Some centres used the CCEA exemplar questions very successfully. The inclusion of My Record with page numbers was very good. There was satisfactory to good coverage of materials and related skills.

AO2 – learning outcomes provided the candidate with the opportunity to demonstrate their knowledge and understanding in line with the specification. All three assessments must be carried out and assessed using the six learner outcomes. This was carried out with good teacher/lecturer observation in most centres. Photographic evidence, well annotated by the candidate, must be included in the portfolios.

AO3 – the task evaluations should be completed by the candidate to evaluate their own performance. The final evaluations were completed and marked correctly.

Working in Tourism

This unit was completed with fair to good evidence presented by most centres.

AO1 – Materials and related skills met the requirements of the specification in most centres. Where this was not the case marks were deducted. The inclusion of My Record with page numbers was very helpful. This also assists the centre to ensure all areas are covered and evidence is presented.

AO2 – the practical activities for this unit were carried out by groups of candidates. Working as part of a team was evident. The remaining five learner outcomes will be achieved when the focus is on the presentation. Communication skills should be demonstrated during the presentation. Setting objectives and identifying how to achieve them is part of the presentation.

Promotion of products and services within their chosen area in tourism should be the focus of the individuals within the group with each person presenting tourism information. This should be electronically recorded with detailed teacher/lecturer observation. This was seldom the way evidence was presented.

AO3 – Task and final evaluations were sometimes descriptive and lacked analysis.

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)