



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

Summer Series 2019

## Principal Moderator's Report

occupational  
studies  
*Construction*



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2019 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](http://www.ccea.org.uk).



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# LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - CONSTRUCTION

## Principal Moderator's Report

### General Introduction (All six Occupational Studies pathways)

The summer 2019 series saw the introduction of E- Moderation for all centres. This transformation from a paper based system to an electronic system went very smoothly for both the teaching centres and the moderation team.

The number of cash-ins for the summer 2019 series has increased 11.1% to 8941 cash-ins. The total number of units entered has increased by 9.6% to 17325 units. The number of adjustments has decreased from 84 in summer 2018 to 61 in summer 2019. One further centre had an adjustment to moderator's mark. 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.

### Construction

The number of candidates taking units in this pathway has increased slightly by 1.06% in this series. There were slightly less adjustments 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 good 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 the 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 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.

Construction made up 18.5% 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, and
- 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 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 CCEA website and have also used the marking grids that it contains. It is recommended that centres check the portfolios contain sufficient Health and 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 stretch and challenge required for higher marks and differentiation of the candidates.

AO2 - The majority of the centres provided good photographic evidence to support the AO2 marks and these were 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 or whether it is a good quality and fit for purpose.



## **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 the 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 stretch and challenge required for higher marks and differentiation of the candidates.

AO2 - most centres covered the requirements of the specifications. 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 of 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 enjoys the unit. However, more reflective comments on the process and the quality of the completed product would enable the candidates to gain the higher grades.

## **Brick and Block Work**

Almost all the Brick and Block Work centres are applying the specification correctly. There was evidence in most centres that Internal Standardisation did take place, however not all of it was effective. A suitable range of topics were used by the centres. In some cases the standard of marking was somewhat lenient by comparison to standards set out in specification. Reports need to be more concise. Additional photographic evidence would help to show progression of the candidates' work. Evaluations were marked leniently; care should be taken to ensure the marks awarded for the evaluations reflect the work that the learner has completed. One large centre did not apply the correct requirements of the specification, and one or two did not show evidence of the end product.

## **Hard Landscaping**

Two centres undertook the Hard Landscaping unit in this summer series. Generally, the marking was consistent throughout all the samples moderated. Candidates demonstrated good motor skills across a range of areas within their portfolios.

AO1 - Candidates demonstrated an overall awareness of the specification. Evidence is satisfactory but could have been underpinned through candidates reflecting and developing the career pathways in their specific occupational areas.

AO2 - Candidates Project work met most of the specification, however the set of steps being built between two candidates, needs to show which candidate built which part. One centre was producing brick paving models that were not specified to the specification. This has been supported by the tutors, with good evidence contained within their portfolios. Centres should provide well annotated working drawings for each specific task to indicate the project being attempted and standards required. Witness statements support the learners throughout their programme which is good practice.

AO3 - Evaluations are generally limited, but a recommendation would be to introduce open ended questions thus allowing the learners to reflect on their programme with a holistic approach. Teachers/Lecturers should be encouraged to identify the strengths and weaknesses of all aspects of the activities undertaken.

## **Painting and Decorating**

No entries were received for Painting and Decorating this series.

## **Plastering**

The learner evidence presented was by way of photographic evidence and witness statements. Generally, the centres portfolios were well set out and clear evidence presented for AO1 and AO2. Candidates should be encouraged to identify AO3 evidence detecting their strengths and weaknesses of all aspects of the activities undertaken. There was evidence in most centres that internal standardisation did take place.

## **Plumbing**

Overall the centres provided good evidence for the AO1 section in line with the specification. In most centres a good range of suitable tasks were submitted with transparent marking grids to support marks awarded. The team found a genuine effort being made in AO3 section however, some centres were marked somewhat leniently. Evidence needs to be provided to show all the specification has been covered. End of task and final evaluations should be structured so as to reflect the skills of the actual task being undertaken. Evaluations need to be more analytical/reflective/give detailed suggestions for improvements. Overall, there was a very good effort made in this unit.

## **Tiling**

Only one centre has delivered the Tiling unit this series. Those who do so in future must comply fully with the specification including floor and wall tiling and tile trim.

## Contact details

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