



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

November Series 2021

Principal Moderator's Report

occupational studies

Business and Services

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the November 2021 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 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - BUSINESS AND SERVICES

Principal Moderator's Report

Internal Assessment Overview

The moderators within the November 2021 series reported that the quality of the candidate evidence within the portfolios presented was, in general, of a high standard. The high candidate outcomes came from the usage of a variety of teaching activities and assessment methods found within the units in the portfolios. The evidence came from a range of avenues such as tutor observation and witness statements but was also effectively demonstrated through the photographic evidence, well annotated and identifying the processes involved. It was noted that the use of PPE by the majority candidates during the activities could be clearly seen in the photographs presented, with only a minority of candidates not showing the use of PPE.

The majority of candidates' diaries demonstrated the detailed learning processes conducted in the centres and in some cases reflective evaluations were included which formed part of the assessment for the AO3 criteria. Moderators reported that the majority of the marks awarded for candidates' evaluations reflected the evidence presented, but there was a feeling that more personal reflections from the candidates' completed tasks would be welcomed.

The moderators observed that all units were successfully tailored to meet the needs of a wide range of learning abilities. The quality of the teaching and learning materials was of a good standard and most centres are now aware of the need to mark according to the CCEA Learner Unit Tracking Grid criteria outlined at the end of each occupational unit. While the majority of centres did include detailed annotation within their marking, a minority of centres, especially for AO2, need to include more annotation, clearly stipulating the criteria being assessed, with comments to support the marks awarded.

Internal standardisation was recorded as being carried out in all centres sampled. Moderators hope this effective internal standardisation will continue to be carried out across all the units in the Business and Services qualification.

Unit Overview

Shampooing and Conditioning Treatments

The Moderators reported that Centres provided candidates with the opportunity to complete two practical assessment activities required as per the specification. The specification assessment requires candidates to carry out two practical assessments - one on long hair and one on short hair. As in previous years it was noted that it is the centres' responsibility to ensure that all resources are available for candidates to meet the specification requirements, taking into account the addendums found on the Occupational Studies website.

While the majority of candidates within centres were able to demonstrate the true extent of their knowledge and understanding for this unit within the portfolios, particularly within AO1, there is still a minority who do not demonstrate this stretch or challenge and it was noted that centres should provide the candidates this opportunity to stretch themselves in the wide range of resources used. Centres were seen to use a combination of open and closed questions. Centres should also provide candidates with the opportunity to answer questions through extended writing. Candidate evaluations (AO3) of their own performance, in the majority of centres, tended to merely state what was done rather than focusing on how the task could be improved, thereby demonstrating that learning had taken place. Marking for this criteria tended in some centres to be slightly lenient. Candidates must be given the opportunity for more self-reflection rather than descriptive writing in their evaluations. In the final evaluation, candidates should consider how progression through this unit can influence their career choice, thus allowing them to achieve higher marks within this aspect of the unit/pathway.

The Physical Care of Babies

All centres provided portfolios that were able to evidence the candidates' work within this unit. The moderators noted that a range of open and closed questions helped support the candidates within the unit. Opportunities were given to the candidates to produce extended writing activities when answering aspects relating to Health and Safety, Environmental Issues and Careers, (AO1). This allowed for differentiation between the candidates. The evidence for the practical aspect of the qualification was mainly relevant photographic evidence, which in turn was enhanced with suitably annotated tutor observation and witness statements. In the majority of centres tutors provided excellent feedback through annotation to candidates showing how they could progress and allowing for the justification of awarded marks. This helped candidates when self-evaluating their performance in the practical activities. It was also beneficial during the moderation process. While centres provided good opportunities for candidates to evaluate their practical activities and the unit of study, there was still a small number of candidates within the centres whose evaluations were deemed by the moderators to be leniently marked, it must be recorded that these did still fall within tolerance. The portfolios for unit in general were very well presented with CCEA Learner Unit Tracking Grids used to record candidate marks. Clear evidence of progression throughout the year (weeks) was evident in the candidates' diaries.

There were no entries submitted for the following units within OS Business and Services in this Series (November 2021):

- Unit 1: Childcare: the Play Environment
- Unit 2: Communication within an Office or Business Environment
- Unit 3: Contemporary Cuisine
- Unit 4: Creative Styling using Blow Drying Techniques

- Unit 5: Customer Services
- Unit 6: Facial Skin Care
- Unit 7: Logistics and Transport
- Unit 8: Manicure and Nail Art
- Unit 9: Modern Office Procedures
- Unit 10: Modern Retailing
- Unit 11: Patisserie and Baking
- Unit 14: Using Office Technology
- Unit 15: Vehicle Servicing and Valeting Operation

Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Louise Millar**
(telephone: (028) 9026 1200, extension: 2610, email: lmillar@ccea.org.uk)
- **Officer with Subject Responsibility: Crea McCormick**
(telephone: (028) 9026 1200, extension: 2239, email: cmccormick@ccea.org.uk)