



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

November Series 2022

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 2022 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 - BUSINESS AND SERVICES

Principal Moderator's Report

Introduction

Within this Moderation Series for the Occupational Pathway – Business and Services, eleven centres presented 4 different units for moderation, (listed below).

Throughout the moderation process it was observed that there was improving practice in the delivery of units within the Business and Services pathway for this series.

The quality of candidate evidence presented was of a good standard and appropriately marked by teachers/Lecturers.

A wide variety of teaching activities and assessment methods were observed within the units attempted, this resulted in good candidate outcomes being achieved by most of the candidates.

When photographic evidence was used, it showed candidates performing realistic working activities. In most centres the photographs were annotated by the candidates, identifying the processes involved, however there is still a tendency for this annotation to be brief, this provides centres the opportunity to develop this evidential aspect further for the benefit of the Learners.

However, it should be noted that each task should have a minimum of 7, well annotated photographs, signed by the Learner.

Within the 4 units submitted in this series, it is pleasing to see the range of practical activities that have been developed to comply with the assessment outcomes of the specifications within this pathway.

In general, the candidates' evidence presented indicates improvement in the majority of cases with regard to the following;

- AO1 – Health and Safety, Careers, Environment and Knowledge and Understanding
- The use of the Marking Grids allowed for a better breakdown of where marks had been awarded.

All centres undertaking Occupational Studies must support candidates to achieve the best possible outcome for their ability.

This includes:

- Providing access and guidance to appropriate assessment tasks and resources which cover the complete specification.
- Encouraging candidates to be evaluative rather than be descriptive in section AO3, this can be encouraged through "Scaffolding Question" grids.

It was felt that the Candidate evidence must be presented in the following way:-

Front cover

The front cover must include the following information:-

- Pathway
- Unit name
- Candidate name and number
- Teaching centre name and number
- Administration centre name and number (where different from teaching centre)
- Completion date

It is good practice to include the following content within the first few pages of candidate's evidence: -

- Confirmation of Declaration of Authenticity by use of dates and signatures (Candidate and Teacher/Lecturer)
- Candidate Unit Record Sheet – signed and dated.
- Learner Unit Tracking Grid clearly demonstrating where marks have been awarded.
- Brief Unit Specification

A01 content includes Health and Safety, Environment, and related Careers

- Time allocation to this section should equate to 10% of your overall time allocation i.e., approximately 7 hours of the recommended guided learning hours which is 70.
- The ratio of assessment marks for the Health & Safety, Careers and Related Environmental Issues should be approximately 4:3:3
- The structure of the questions and assessment tasks should allow for stretch and challenge to provide differentiation between learners of various abilities.

Health and Safety

(This represents 4 marks out of the total of 10 marks for this assessment outcome)

- Health and Safety contains some common content such as the Health and Safety at Work Act (HASAWA) as it applies to the units within this specification. (this represents 4 marks out of the total of 10 marks for this assessment outcome)
- The assessment should include short answer questions on Health and Safety issues appropriate to this unit. Slightly more demanding questions which demonstrate the candidate's ability should also be included. The final questions in this section should allow candidates to apply their knowledge, having a greater degree of rigor and be assessed through stretch and challenge questions.

Careers

(This represents 3 marks out of the total of 10 marks for this assessment outcome)

- Careers must relate to the occupational content of the unit. Candidates should relate this section to careers, job opportunities, annual salary, qualifications required and progression opportunities within the identified career. It is recommended that candidates identify three career pathways which relate to the unit of study.

Environmental

(this represents 3 marks out of the total of 10 marks for this assessment outcome)

- Environmental issues should also relate to the curriculum area being studied. Examples of topics which may be covered in this section include, sources of materials used, recycling and disposal of redundant materials and environmental footprint etc.
- The assessment questions/ tasks offered within this section must allow candidates the opportunity to fully demonstrate their knowledge and ability. This may include some short multi choice questions/ tasks, but learners must also have open ended assessment questions/ tasks which demonstrate stretch and challenge. Some of these tasks should have the opportunity for high quality, extended writing.

Practical Outcomes A02

- Legitimacy of learner outcomes is essential. All practical work produced under A02 must be supported by photographs (minimum of 7 as previously stated) that record the development of the A02 project in sequence. Witness statements signed by the candidate and the teacher/lecturer together with appropriate evidence may also be used. The degree of complexity outlined in the specification must be reflected in A02.

Evaluations A03

- This section still needs to be more development by many centres. Candidates tend to provide statements which are descriptive rather than evaluative of the task. Evaluations should also reflect on how the candidate's experience would impact on their outlook, career opportunities and job/employment prospects.
- In the majority of centres the candidates' diaries were very well presented, dated and signed,, detailing the learning process followed. Although in themselves they do not realise any assessment marks in certain cases some reflective evaluations were included which formed part of the assessment for A03 task evaluations criteria.
- During the moderation it was reported that marks awarded for candidates' evaluations tended to be lenient due to the descriptive rather than the evaluative nature of the content. Candidates need to reflect on how this experience would impact on their outlook, career opportunities and employment/job prospects.

Internal Moderation/Verification

- All units within a pathway must be internally moderated verified.
- This was still an issue in centres. Schools and colleges should internally moderate/ verify results within individual units and related units across the pathway or across pathways. All units within a centre must have the same rigor applied relating to learner outcomes. The outcome of this exercise would establish that all assessment marks would be consistently accurate across all units.
- There is a negative impact of not carrying this process correctly is that any unit which has been marked too high will have the results adjusted by the moderation team. The adjustments applied will pull down the overall marks for that specific unit and all other units included for moderation within the pathway.

Pathway Units Moderated in this series:

Unit 1 – Childcare: The play environment

The units covered were well supported with photographic evidence, but as with other units, the centre did not meet the minimum of 7 pupil annotated photographs per task. The work put into the assessed activities was very pleasing to see in terms of variety and effort. In general this unit was well delivered by the centre

Unit 4 – Creative Styling Using Blow-Drying Techniques

The centres that submitted this unit showed a range of practical tasks, which was supported with photographic evidence and a range of questions to cover all other aspects of the unit. There is still an important aspect to be developed in this unit, the provision of a minimum of seven well-annotated photographs per task, signed by the Learner.

Unit 13 – The Physical Care of Babies

This unit was one of the most popular with schools and Colleges, the assessed activities showed assessment tasks such as

- Bathing the Baby,
- Dressing a Baby for bed
- Preparing a bottle.

While the majority demonstrated annotated photographic, most fell short of the required seven photographs per task. This unit lends itself to demonstrating the sequence involved in the evolving processes.

Unit 14 – Using Office Technology

This unit was well delivered by a small number of centres and while it was well attempted the AO3 were seen to be leniently marked. The unit was evidenced through photographs, but these fell short of the minimum of 7 annotated photographs per task. The tasks attempted were relevant and appropriate to the assessment specification.

There were no entries in this Series for the following units:

Unit 2: Communications in an Office or Business Environment

Unit 3: Contemporary Cuisine

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 Retail

Unit 11: Patisserie and Baking

Unit 12: Shampooing and conditioning Treatment

Unit 15: Vehicle servicing and Valeting Operations

Contact details

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