



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

November Series 2022

## Principal Moderator's Report

occupational  
studies  
*Construction*



## 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](http://www.ccea.org.uk).



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# Level 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - CONSTRUCTION

## Principal Moderator's Report

### Internal Assessment Overview

#### Introduction

All moderators reported that they observed improving practice in the delivery of units within the Construction pathway this series. The quality of candidate evidence presented was of a good standard. A wide variety of teaching activities and assessment methods were observed resulting in good candidate outcomes being achieved by the majority of candidates. Good photographic evidence was used this showed, in the majority of cases, candidates performing realistic working activities. In most centres the photographs were reasonably well annotated, by the candidate, identifying the processes involved. Centres do need however to consider the overall structure of AO2 in the context of the presentation of the photographic evidence. Photographic evidence depends solely on the nature of the unit but should clearly relate to the assessment criteria outlined in AO2.

It is pleasing to see the range of practical activities that have been developed to comply with the assessment outcomes of the new specifications within this pathway.

Generally the candidate evidence presented indicates improvement in the majority of cases with regard to the following;

- Better breakdown and annotation of marks for individual tasks and sections.
- More individual identification of the topics and tasks within the sections.  
e.g., Health & Safety, Knowledge, Careers and Environment.
- Better completion of reflective evaluations which were appropriately marked in most cases.

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.

**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 candidates evidence:-

- Signatures to confirm authenticity (Candidate and teacher / lecturer)
- Learner Unit Tracking Grid clearly demonstrating where marks are awarded under all 10 assessment outcomes
- Unit specification

**AO1 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 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 the use of questions which will give the candidates the opportunity to provide extended answers 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.

An example of a 30 mark assessment should include short answer questions, nine marks which focus on the 3 careers associated with this unit. Slightly more demanding questions/ tasks, nine marks. Demonstration of the candidates' ability to apply their knowledge will be assessed through stretch and challenge questions, 12 marks. (This mark will then be weighted back to a mark out of 3)



### **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 dispatch 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 assessment questions/tasks which demonstrate stretch and challenge. Some of these tasks should have the opportunity for extended writing.

### **Practical Outcomes A02**

Legitimacy of learner outcomes is essential. All practical work produced under A02 must be supported by photographs (minimum of 6) that record the development of the A02 project. 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 has been partially addressed by many centres and in most cases marked appropriately. Centres should only award the high marks if candidates produce highly reflective evaluations. 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 detailing the learning process. Although in themselves they don't achieve any assessment marks in certain cases some reflective evaluations were included which formed part of the assessment for A03 task evaluations criteria.

In a few cases 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. There has been an improvement in this area.

### **Internal Moderation/Verification**

All units within a pathway must be internally moderated/verified. This can be a major issue in some 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.

## Pathway Units Moderated in this series.

### Bench Joinery

This unit is always popular within the Construction Pathway.

**AO1-** Good use of worksheets covering all areas, good use of stretch and challenge questions. There is some new material available on the CCEA microsite that will help improve the range of questions leading to higher marks.

**AO2-** Good use of photographic evidence to support the AO2 marks, Individual annotation is improving. It is important that all photographs show clear evidence of the joints used. There was a good range of practical work, e.g., Steps etc.

**AO3-** Evaluations need to be structured, they need to be more analytical and less descriptive.

### Carpentry and Joinery

This unit is popular with schools and colleges in the Construction Pathway with candidates producing good end products.

**AO1-** Good use of worksheets with a range of stretch and challenge questions allowing for differentiation of the candidates work.

**AO2-** Good range of photographic evidence, individual annotation is improving. The evidence of some of the birdhouse construction was very good. Well structured and easy to follow, good use of PPE.

**AO3-** The evaluations need to be structured to enable the candidates to assess their final product. At present these tend to be more descriptive than evaluative

There were no entries for the following units:

VVYFB Brick and Blockwork.

VVYFD Hard Landscaping.

VVYFC Painting and Decorating.

VVYFF Plastering.

VVYFG Plumbing.

VVYFH Tiling

## Contact details

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