



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

November Series 2022

Principal Moderator's Report

occupational studies

*Engineering and Engineering
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 - ENGINEERING AND ENGINEERING SERVICES

Principal Moderator's Report

Internal Assessment Overview

All moderators reported that they observed improving practice in the delivery of units within the Engineering and Engineering Services pathway this series. The quality of candidate evidence presented was, in general, 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. Where 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. The amount of photographs depends solely on the nature of the unit but should clearly relate to the assessment criteria outlined in AO2.

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, 9 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 AO2

Legitimacy of learner outcomes is essential. All practical work produced under AO2 must be supported by photographs (minimum of 7 or 8) that record the development of the AO2 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 AO2.

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 was a major issue in many 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.

The 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.

Manufacturing Techniques – Sheet Metal

This unit is best delivered by centres that have generally well equipped and resourced workshops with the supporting tools, machines and equipment to offer a range of hand fitting activities to meet the assessment tasks within this specification. Preplanning and design of the practical tasks chosen for assessment are crucial in providing the most effective means of completing the criteria specified in AO2 of the specification. Good photographic evidence, clearly annotated should show the development of the project.

Electrical Wiring Installation

This unit is the most popular with schools and colleges. This unit does not require large start-up costs other than tools and materials, testing equipment and mounting/display boards. It is important that cables are laid out in horizontal and vertical lines and secured neatly between components. A consumer unit should also be included as a component part. The assessment is by observation, assembly, examination and testing of practical tasks. The AO2 practical tasks must be supported by photographic evidence (final practical task not retained) with a range of questions/tasks to cover other aspects of the unit. The centres should provide evidence of the effectiveness of the circuits i.e. by using a multi meter or lit bulb.

Electronic Circuit Construction

This unit is popular with schools and colleges because of the limited workshop and storage space required for candidates and resources for the practical tasks. The assessment is by observation, assembly, soldering, examination and testing of practical tasks with supporting photographic evidence and a range of questions to cover all other aspects of the unit. PPE can be limited to safety glasses and an apron. This unit was well delivered with good use of circuit diagrams and photographic evidence.

Computer Aided Design

CAD – Computer Aided Design This unit needs to be delivered by a tutor with the expertise and knowledge of CAD programmes and the technology associated with its delivery and the ability to address the content of the specification to assess the learner within the remit of the specification. Portfolios should contain hard copies of the assessments undertaken for ease of moderation. The portfolios submitted in this series were generally very well structured. This unit can also be taken in the Technology and Innovation pathway.

Cross pathway units:

- Computer Aided Design (also in Technology and Innovation pathway)
- Manufacturing Techniques – Sheet Metal (also in Technology and Innovation pathway)

There were no entries for the following units:

Basic fast Fit Operations

Basic Vehicle Components and Fitting

Maintenance of Land Based Machinery

Manufacturing Techniques – Hand Fitting

Plumbing

Vehicle Servicing and Valeting Operations

Vehicle Technician Operations

Contact details

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