



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

November Series 2022

Principal Moderator's Report

occupational studies

Technology and Innovation

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.

Contents

Principal Moderator's Report: 3

Contact details: 7

Level 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - TECHNOLOGY AND INNOVATION

Principal Moderator's Report

Internal Assessment Overview

The work presented had addendums applied to several units within the pathway as all work was completed during the 21–22 academic year. These were designed to alleviate the difficulties experienced by centres during the COVID pandemic. These addendums were closely adhered to during the moderation process for this pathway. It should be noted that work completed taught from September 2022 will have no addendums applied.

Generally, the candidate evidence presented indicates improvement in most 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

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.

Portfolio Structure

The following information is required at the front of the portfolio including the candidate information and signatures:

- Teaching Centre
- Admin Centre
- Candidate Name
- Candidate Number
- Date
- Learner Unit Tracking Grid (AO1, AO2, AO3 & Overall)
- Teacher and Candidate Declaration of Authenticity
- Unit Specification
- My Record/Contents including page numbers.

The diary should be completed at the front of the portfolio. This should be fully completed with entries informative, structured, and well written. No marks are awarded for the diary; however, the entries could be used to support AO2 and AO3 evidence. Please ensure when marking AO2 & AO3 that consideration is given to the diary if applicable and with teacher justification.

AO1 Recall of Knowledge and Understanding (20 Marks)

All areas in AO1 must have assessment opportunities which are suited to a wide range of learning abilities, allowing for differentiation. (Short answer questions and extended questioning)

- Health and Safety Questions relating to the Health and Safety at Work Act (HASAWA) 1974 in relation to this occupational area. (4 marks)
- Environmental Issues as it relates to this occupational area. 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. (3 marks)
- Three Careers / employment opportunities relating to this occupational area. Candidates should relate this section to careers, job opportunities, annual salary, qualifications required and progression opportunities within the identified career. (3 marks)
- Materials and related skills and knowledge (10 marks)

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.

This information could be presented by any of the following:

- PowerPoint Presentations
- Completed recall of knowledge booklets
- Questions to stretch and challenge learners.
- Leaflets
- Word documents

AO2 Application of knowledge, understanding and skills through undertaking relevant tasks (60 Marks)

This section should be divided into the six learner outcomes stated in the specification with clear marks for each outcome clearly shown. This should be accompanied by a good teacher/lecturer annotation justifying the marks awarded. Witness statements and detailed observation records can be used to justify the marks awarded. The degree of complexity outlined in the specification must be reflected in AO2. Where photographs are required, there should be a minimum of seven with good candidate/teacher annotation.

A03 analysis and evaluation making judgements about performance, indicating where improvements could be made (20 Marks)

This section should be divided into task evaluations (10 marks) and an overall evaluation (10 marks) making sound justifications. Evaluations should be structured and coherent—this may help learners, especially those of lower ability, with their comments. The key to good evaluations is presenting well framed questions that ‘seek out’ self-reflective statements and evaluative comments from the learners. They can be written, audio or video and should be marked following a mark scheme so that it is clear what the marks are awarded for. Reflective diary comments should be taken into consideration. It is important there is good teacher justification of the marks awarded. This section still needs to be fully addressed by many centres. Candidates tend to provide statements which are descriptive rather than evaluative of the task. Evaluations should also reflect on how the candidates experience would impact on their outlook, career opportunities and job/employment prospects. In most centres, the candidate 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. Most moderators 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. 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.

Please use the Unit Learner Tracking Grid in the unit specification to record the final marks.

Pathway Units Moderated in this series:

Unit 56 Bench Joinery

Bench joinery was the most popular unit of study in the centres moderated. This unit was generally completed to a good standard. The following points should be noted:

- Observation records should be clearly aligned to CCEA learning outcomes.
- To achieve higher marks in AO3 the students should be encouraged to reflect on the production process.

Unit 59 Digital Imaging

A good standard of work was produced, all marked accurately. Higher marks could be achieved in the evaluations; if students were encouraged to reflect, rather than stating the process.

Contact details

The following information provides contact details for key staff members:

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