



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

Summer Series 2022

Principal Moderator's Report

occupational
studies
Design and Creativity

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 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 - DESIGN AND CREATIVITY

Principal Moderator's Report

Internal Assessment Overview

Units for the Design and Creativity pathway were delivered across all of the school sector – Grammar and Non-Grammar as well as FE Colleges and Training Centres. This has been a difficult year with ongoing Covid-19 restrictions and centres were allowed mitigations in several units due to the disturbances created by the pandemic.

The variety of units offered included Patisserie and Baking, Contemporary Cuisine, Creative styling using Blow Drying techniques, Creative Hair Styling on long hair, Total Beauty, Graphic design, Textile and Fashion Design, Specialised crafts, Website development. Hair and Beauty and Hospitality and Catering pathways made up most of the subjects chosen. For most centres a clear marking system was evident for AO1 AO2 AO3 and it was easy to track the origin of the mark which was clearly indicated at front of the portfolios using the CCEA devised grid. Evaluations have improved slightly although there is still evidence of lenient marking for AO3. In a number of large Further Education centres Internal Standardisation has been carried out where a number of units were offered within the Pathway. Accessing the online Agreement Trial is highly recommended and a wide variety of exemplar material is now available for most units. Centres are also encouraged to submit materials for the Portfolio Clinics which are held twice per year in the autumn and spring terms.

Contemporary Cuisine

Generally, candidates provided good evidence of Health and Safety issues and in particular safe working practices in a working environment were well understood. Environmental issues, local careers opportunities and knowledge of materials for each section were well covered. However, in some instances the questions in relation to careers, these were too simplistic. Learners were asked to list three careers instead of researching these in detail. In some centres evidence of site visits to professional catering establishments were highlighted and this supported their understanding of career opportunities in the Hospitality industry. As in previous years there is scope for more stretch and challenge questions to allow for differentiation. A good range of suitable tasks were used as per specification requirements. However, a small number of centres did not clearly show transparent marking grids for AO2 to support marks awarded for each task assessed. The photographic evidence provided was generally good and it is recommended that several colour photographs are used as this will reflect both the quality and creative flair of the methods and processes carried out. It is also recommended that centres show various stages of the preparation and cooking process, and it is best practice to show photographs of the candidates together with the final product produced. It is very important that each photograph relates to the work of the candidate. Evaluations were satisfactory and, in some cases, high marks were awarded for work which was not analytical or reflective in nature.

Creative Hairstyling on long hair

This was taken by a small number of centres. Generally, there was good coverage of Health and Safety, Careers and Materials/Knowledge. For AO2 there was generally good use of photographic evidence of the practical activities involved. The use of individual marking sheets for each stage of the practical work helped to facilitate the moderation process. Good student annotation was present on most portfolios moderated.

AO3 – In a minority of centres candidate evaluations were marked leniently, candidates should be encouraged to present detailed and well-reasoned evaluations outlining their strengths and weaknesses and areas to be improved.

Creative Styling using Blow Drying Techniques

Satisfactory opportunities were provided for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act 1974 as it applies to this occupational area. Opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. In most centres good opportunities were provided for candidates to demonstrate their knowledge and understanding of the environmental issues related to this occupational area. The questions relating to the materials and skills required provided candidates with opportunities to demonstrate their knowledge and understanding. In most centres the questions provided stretch and challenge to candidates. Generally, the practical assessment tasks undertaken were relevant and met the specification requirements. The Tutors provided well annotated observation records to justify the marks awarded for the practical tasks.

There was good photographic evidence clearly demonstrating the various stages in the practical task(s) undertaken. This helped facilitate the moderating process. The evaluations presented by the candidates were generally of a good standard and were accurately marked. In the best centres they were detailed, well-reasoned and identified the candidates' strengths and weaknesses and made suggestions for improvement.

Graphic Design

Generally, the sample of work submitted ranged from satisfactory to excellent. The marking was consistent and in line with standards set out in specification. The students produced portfolios which included information relating to Health and Safety and the environment however additional information regarding career opportunities needs to be explored.

AO2 – Portfolios were well presented. The sample of work submitted was of a good standard and covered a range of student interests.

AO3 – Evaluations were included but these need to be more reflective and analytical in order to achieve higher level marks.

Patisserie and Baking

The sample of work submitted ranged from good to an excellent standard. In general evidence for AO1 was provided in the form of written answers on each of the main topic areas. The photographic evidence provided was generally good and it is recommended that colour photographs are used as this will reflect both the quality and creative flair of the methods and processes carried out. It is also recommended that centres show various stages of the preparation and baking process and it is best practice to show photographs of the candidates together with the final product produced. It is very important that each photograph related to the actual work of the learner and a standard photograph must not be used as this could be considered malpractice. Marking schemes were adhered to and easy to follow in most centres. Generally, the marking was consistent with the requirements of the specification. Diaries were completed and some included evaluative comment which can be used as evidence for AO3 if the centre makes this clear in the final allocation of marks.

AO3 – The evaluations presented by the candidates at end of sections and end of unit were generally of a good standard and most were appropriately marked. However, in some instances high marks were awarded for final evaluations which were not analytical or reflective

Specialised Crafts

The number of candidates taking this unit has been maintained in similar numbers as last year.

AO1 – This section was well structured and provided satisfactory opportunities for candidates to demonstrate their knowledge and understanding of the Health and Safety at Work Act 1974 as it applies to this occupational area. Satisfactory opportunities were provided for candidates to demonstrate their knowledge and understanding of the environmental issues related to this occupational area. Both areas could be further developed to allow for stretch and challenge and differentiation between learners. Environmental issues could also be tailored more towards the craft area. Basic opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. The questions relating to the materials and skills required in this occupational area provided candidates with basic opportunities to demonstrate their knowledge and understanding.

In some centres there was good photographic evidence clearly demonstrating the production and end products in the practical task(s) undertaken. This helped facilitate the moderating process. Please ensure that all photographs are authenticated by both the tutor and the candidate. The practical assessment tasks undertaken were excellent allowing candidates to demonstrate all the specification requirements. This allowed the candidates to demonstrate their creative skills and the final products were very colorful.

AO3 – The task and final evaluations presented by the candidates were of a good standard and were well structured. It was clear that candidates enjoyed this unit.

Textile and Fashion Design

There was a small entry for this unit provided satisfactory evidence covering the three sections. Basic opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. In the main the practical assessment tasks undertaken were of a good standard allowing candidates to meet the requirements of the specification. This allowed the candidates to demonstrate their creative skills.

Total Beauty

The candidates produced good quality evidence meeting the requirements of the specification. There was good coverage of Health and Safety, Careers and Materials/ Knowledge. For AO2 there was generally good use of photographic evidence for the practical activities involved. The use of individual marking sheets for each stage of the practical work helped to facilitate the moderation process. There was good student annotation evident in the portfolio of evidence. It is recommended that good quality colour photographs are used because it is difficult to check the quality of the final outcome using black and white photographs. AO3 – In a minority of centres candidate evaluations were marked leniently, candidates should be encouraged to present detailed and well-reasoned evaluations outlining their strengths and weaknesses and areas for improvement. Internal standardisation was carried out but this needs to be more clearly evidenced by the use of appropriate documentation.

Website Development

AO1 – Health and Safety and Environmental issues although addressed needs some additional stretch and challenge to enable candidates to attain higher marks. In some centres evidence for this was weak and concentrated on Covid-19 aspects.

Generally good opportunities were provided for candidates to demonstrate their knowledge and understanding of three career options in this occupational area. A detailed explanation of HTML coding was shown in many of the portfolios.

AO2 – In general the practical assessment tasks undertaken were excellent allowing candidates to demonstrate all the specification requirements.

There was good use of screen prints which clearly demonstrated the practical task(s) undertaken. In some centres the fully functioning website was submitted on a disc /pen drive and this greatly facilitated the moderation process.

Good teacher annotation was used throughout.

AO3 – Evaluations were well completed in this unit.

Contact details

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