



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

Summer Series 2022

Principal Moderator's Report

occupational
studies
Business Services

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.

Contents

Principal Moderator's Report	3
Contact details:	8

LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - BUSINESS AND SERVICES

Principal Moderator's Report

Internal Assessment Overview

In the Business and Services pathway during the academic year addendums were applied to 12 out of the 15 units within the pathway. 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.

All moderators reported that they observed improving practice in the delivery of units within the Business and Business Services pathway for 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 within the units attempted, this resulted in good candidate outcomes being achieved by most candidates. Where photographic evidence was used, it showed candidates performing realistic working activities. In most centres the photographs were well annotated, by the candidate, identifying the processes involved. However, it should be noted that each task should have a minimum of seven well annotated photographs. The practical activities developed met the requirements of the specification.

Candidate evidence presented indicated improvement in most cases with regard to the following:

AO1

The use of Marking Grids allowed for a better breakdown of allocated marks. All centres undertaking Occupational Studies must support candidates to achieve the best possible outcome for their ability by:

- 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 may be encouraged by using scaffolding questions.

The Candidate evidence must be presented in the following way:

Front cover

- 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 Declaration of Authenticity (Candidate and teacher/lecturer)
- Candidate Unit Record Sheet
- Learner Unit Tracking Grid clearly demonstrating where marks are awarded
- Brief Unit Specification

AO1 content includes Health and Safety, Environment, and related Careers

Time allocation for this section should equate to 10% of the overall time allocation (7 hours of the 70 GLH). The ration of assessment marks for this section should be approximately 4:3:3)

The structure of the questions and assessment tasks should allow for stretch and challenge to provide and allow for differentiation for learners.

Health and Safety

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 section 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.

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

All practical work produced under A02 must be supported by photographs (minimum of seven as previously stated). The development of the A02 project should be recorded in a sequential form. 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 further developed. Candidates tend to provide statements which are descriptive rather than evaluative of the task. Evaluations should also reflect on the candidate's experience and how this would impact on their outlook, career opportunities and job/employment prospects. In most cases centres candidates' diaries were very well presented, dated and signed, detailing the learning process followed. However, 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 carry out internal standardisation, this was still an issue in centres. Schools and colleges should internally moderate/verify results within individual units and related units within 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 ensure all assessment marks are consistently accurate across all units.

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, very few centres met the minimum requirement of seven pupil annotated photographs per task.

Unit 3 – Contemporary Cuisine

This unit was one of the most popular within schools and Colleges, the assessed activities should include a wide variety of dishes and meals. Again the photographic evidence fell short of the required seven photographs per task. This unit lends itself to demonstrating the sequence involved in the evolving process.

Unit 4 – Creative Styling Using Blow-Drying Techniques

This unit is popular within schools and colleges because of PHA. One assessment is required either with a peer or a practice model. Testing of practical tasks was supported with photographic evidence and a range of questions to cover all other aspects of the unit. The second assessment can be delivered through the Task Evaluation applied to a teacher demonstration and or through self-reflective statements about the learning process and observations

Unit 5 – Customer Services

This unit was delivered by a small number of centres and while it was well attempted the A03 section was deemed to be leniently marked. The unit was evidenced through photographic and video aspects. The tasks attempted were relevant and appropriate and met the requirements of the specification.

Unit 6 – Facial Skincare

This unit was delivered by a small number of centres and met the requirements of the specification. AO3 was deemed to be leniently marked.

Unit 8 – Manicure and Nail Arts

This unit required parental consent. The tasks met the requirements of the specification and were evidenced with annotated photographs. Please include the minimum requirement of seven annotated photographs. AO1 and AO2 were well completed however, AO3 was leniently marked.

Unit 9 – Modern Office Procedures

AO3 was marked leniently. The unit was evidenced through photographic and video aspects. The tasks attempted were relevant and met the requirements of the specification.

Unit 10 – Modern Retailing

The evidence for the practical work for this unit was photographic and video. This needs to be annotated, signed by both tutor and learner together with witness statements and teacher/lecturer observations.

Unit 11 – Patisserie and Baking

This unit was well covered by the centres, most tasks met the requirements of the specification. Centres provided good supporting photographic evidence to endorse the AO2 section in their portfolio evidence. But most centres did not provide seven annotated photographs per task showing the sequence or evolution of the assessed task and outcome.

Unit 12 – Shampooing and Conditioning Treatment

The AO3 section was deemed to be leniently marked. The unit included photographic evidence however, most centres did not meet the minimum requirement of seven pupil annotated photographs per task/assessment. The tasks attempted were relevant and appropriate and met the requirements of the specification.

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” and “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 process

Unit 14 – Using Office Technology

The AO3 was deemed to be leniently marked. The evidence was supported by photographic and video evidence. The tasks attempted were relevant and appropriate and met the requirements of the specification.

Unit 15 – Vehicle Servicing and Valeting Operations

AO3 was deemed to be leniently marked. The unit was supported by photographic evidence however, it did not meet the minimum requirement of seven photographs per task. The tasks met the requirements of the specification.

There were no entries for the following units:

Unit 2 Communication in an Office or Business Environment

Unit 7 Logistics and Transport

Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Nuala Tierney**
(telephone: (028) 9026 1200, email: Ntierney@ccea.org.uk)
- **Officer with Subject Responsibility: Crea McCormick**
(telephone: (028) 9026 1200, extension: 2239 email: cmccormick@ccea.org.uk)