



CCEA Level 1 Award in Occupational Studies

CCEA Level 2 Award in Occupational Studies

Summer 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 Summer 2022 series.

CCEA hopes that the 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

The Construction pathway proved popular this year and was offered across a wide range of centres. Once again, we worked in conjunction with further education colleges and this collaboration has been successful.

We fully appreciate that coursework projects require a considerable amount of planning and preparation, and this workload was even more difficult due to the recent pandemic. During this academic year, addendums were applied to all units of the Construction pathway to alleviate the difficulties experienced by centres during the COVID pandemic. These addendums were closely adhered to by some centres.

I am pleased to report on the continued high standard of coursework assessed during this series of moderation. As moderators we appreciate the input from our dedicated teaching staff and lecturers particularly over the past few difficult years.

The presentation of candidate evidence was, in general, of a good standard. A variety of teaching activities and assessment methods were used which achieved good candidate outcomes. Very good photograph evidence was provided in most cases and annotation is improving.

Practical activities which comply with the assessment outcomes of this pathway are being developed and this is pleasing to see.

Candidate evidence indicates improvement in most cases with regard to the following areas:

- Better presentation of portfolios
- Better annotation of photographs
- 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.

**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); and
- Completion date.

It is good practice to include the following content within the first few pages of candidate's evidence:

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

## **AO1 (Content includes Health & 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.

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 four marks out of the total of ten 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 stretch and challenge questions.

### **Careers (this represents three marks out of the total of ten 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 three 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, twelve marks. (This mark will then be weighted back to a mark out of three).

### **Environmental (this represents three marks out of the total of ten 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 provide the opportunity for extended writing.



## **A02 Practical Outcomes**

Legitimacy of learner outcomes is essential. All practical work produced under A02 must be supported by photographic (minimum of seven or eight) 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.

## **A03 Evaluations**

This section still needs to be more 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 candidate's experience would impact on their outlook, career opportunities and job/employment prospects.

In most 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.

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. 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 out 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.

## Unit 16

## Bench Joinery

This unit is always very popular within the Construction pathway with candidates producing some very good end products.

- AO1** Centres made good use of the information on the CCEA website and were able to incorporate this information and the marking grids into their delivery. It is recommended that centres ensure that portfolios contain adequate Health and Safety, Environmental and Careers worksheets. The portfolio should also contain more stretch and challenge questions that will allow for higher marks that can be achieved by the more able candidates. There is some new exemplar material available on the CCEA microsite that will help improve the range of questions required for higher marks and differentiation of the candidates.
- AO2** Centres provided good photographic evidence to support the AO2 marks and these showed improving annotation on previous years. There is, however, still room for improvement in this area. It is important that the candidates wear the appropriate PPE, and they should include themselves wearing it in all of the photographic evidence. It is important that the photographic evidence shows the joints used in their projects.
- AO3** The evaluations need to be structured in the worksheets to enable the candidates to assess their end product and analyse how it might be improved or whether it is a good quality and fit for purpose. At present these still tend to be more descriptive than evaluative.

## Unit 17

## Brick & Block Work

A suitable range of topics in line with the specification were used by the centres who delivered this unit.

- AO1** It is recommended that centres ensure that portfolios contain adequate Health and Safety, Environmental and Careers worksheets. The portfolio should also contain more stretch and challenge questions that will allow for higher marks that can be achieved by the more able candidates.
- AO2** Centres provided photographic evidence to support the AO2 marks and these showed improving annotation on previous years. There is, however, still room for improvement in this area. It is important that the candidates wear the appropriate PPE, and they should include themselves wearing it in all of the photographic evidence.
- AO3** The evaluations need to be structured in the worksheets to enable the candidates to be more analytical in the assessment of their end product. At present these still tend to be more descriptive than evaluative.

## Unit 18

## Carpentry & Joinery

This unit is another very popular unit within the Construction pathway with candidates producing some very good end products.

- AO1** Most centres made good use of the information on the CCEA website and were able to incorporate this information and the marking grids into their delivery. It is recommended that centres ensure that portfolios contain adequate Health and Safety, Environmental and Careers worksheets. The portfolio should also contain more stretch and challenge questions that will allow for higher marks that can be achieved by the more able candidates. There is some new exemplar material available on the CCEA microsite that will help improve the range of questions required for higher marks and differentiation of the candidates.
- AO2** Centres provided good photographic evidence to support the AO2 marks and these showed improving annotation on previous years. There is, however, still room for improvement in this area. The photograph evidence of some of the birdhouses was excellent and showed the necessary construction detail. It is important that the candidates wear the appropriate PPE, and they should include themselves wearing it in all of the photographic evidence. It is important that the photographic evidence shows the joints used in their projects.
- AO3** The evaluations need to be structured in the worksheets to enable the candidates to assess their end product and analyse how it might be improved or whether it is a good quality and fit for purpose. At present these still tend to be more descriptive than evaluative.

## Unit 19

## Hard Landscaping

Overall, the marking was consistent throughout the samples moderated. Candidates demonstrated good skills across the range of areas within their portfolios.

- AO1** Candidates demonstrated an overall awareness of the specification. Evidence was satisfactory and reflected all areas in this section. It is recommended that centres ensure that portfolios contain adequate Health and Safety, Environmental and Careers worksheets. The portfolio should also contain more stretch and challenge questions that will allow for higher marks that can be achieved by the more able candidates
- AO2** Most centres provided photographic evidence to support the AO2 marks and these showed improving annotation on previous years. There is, however, still room for improvement. It is important that the candidates wear the appropriate PPE, and they should include themselves wearing it in all of the photographic evidence.
- Centres should provide well annotated working drawings for each specific task.
- AO3** Teachers should be encouraged to identify the strengths and weaknesses of all aspects of the activities undertaken. The evaluations need to be structured in the worksheets to enable the candidates to be more analytical in the assessment of their end product. At present these still tend to be more descriptive than evaluative.

## Unit 20

## Painting & Decorating

A suitable range of topics – in line with the specification - were used by the centres who delivered this unit. Generally, the centres portfolios were well set out and clear evidence presented for AO1 and AO2. Candidates should be encouraged to identify AO3 evidence detecting their strengths and weaknesses of all aspects of the activities undertaken.

- AO1** It is recommended that centres ensure that portfolios contain adequate Health and Safety, Environmental and Careers worksheets. The portfolio should also contain more stretch and challenge questions that will allow for higher marks that can be achieved by the more able candidates.
- AO2** Centres provided photographic evidence to support the AO2 marks and these showed improving annotation on previous years. There is, however, still room for improvement in this area. It is advised that candidates wear appropriate PPE and include themselves wearing it in the photographic evidence.
- AO3** The evaluations need to be structured in the worksheets to enable the candidates to be more analytical in the assessment of their end product. At present these still tend to be more descriptive than evaluative.

## Unit 21

## Plastering

Candidates displayed a suitable range of skills for this unit in line with the specification. Generally, the centres portfolios were well set out and clear evidence presented for AO1, AO2 and AO3.

- AO1** It is recommended that centres ensure that portfolios contain adequate Health and Safety, Environmental and Careers worksheets. The portfolio should also contain more stretch and challenge questions that will allow for higher marks that can be achieved by the more able candidates.
- AO2** Centres provided photographic evidence to support the AO2 marks and these showed improving annotation on previous years. There is, however, still room for improvement in this area. It is advised that candidates wear appropriate PPE and include themselves wearing it in the photographic evidence.
- AO3** The evaluations need to be structured in the worksheets to enable the candidates to be more analytical in the assessment of their end product. At present these still tend to be more descriptive than evaluative.

## Unit 22

## Plumbing

Overall, the marking was consistent throughout the samples moderated. Candidates demonstrated good skills across the range of areas within their portfolios.

- AO1** Candidates demonstrated an overall awareness of the specification. Evidence was satisfactory and reflected all areas in this section. It is recommended that centres ensure that portfolios contain adequate Health and Safety, Environmental and Careers worksheets. The portfolio should also contain more stretch and challenge questions that will allow for higher marks that can be achieved by the more able candidates.
- AO2** Centres provided photographic evidence to support the AO2 marks and these showed improving annotation on previous years. There is, however, still room for improvement. It is advised that candidates wear appropriate PPE and include themselves wearing it in all the photographic evidence.

**AO3** Teachers should be encouraged to identify the strengths and weaknesses of all aspects of the activities undertaken. The evaluations need to be structured in the worksheets to enable the candidates to be more analytical in the assessment of their product. At present these still tend to be more descriptive than evaluative.

## Unit 23

## Tiling

Evidence of floor and wall tiling was provided for moderation and was consistent throughout the samples moderated. Candidates demonstrated good skills across the range of areas within their portfolios.

**AO1** Candidates demonstrated an overall awareness of the specification. Evidence was satisfactory and reflected all areas in this section. It is recommended that centres ensure that portfolios contain adequate Health and Safety, Environmental and Careers worksheets. The portfolio should also contain more stretch and challenge questions that will allow for higher marks that can be achieved by the more able candidates.

**AO2** Centres provided photographic evidence to support the AO2 marks and these showed improving annotation on previous years. There is, however, still room for improvement. Appropriate PPE was worn as evident from the portfolios.

**AO3** Teachers should be encouraged to identify the strengths and weaknesses of all aspects of the activities undertaken. The evaluations need to be structured in at least two of the three areas in the specification to enable the candidates to be more analytical in the assessment of their end product. At present these still tend to be more descriptive than evaluative.

## Contact details

The following information provides contact details for key staff members:

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