



CCEA Level 1 Award in Occupational Studies

CCEA Level 2 Award in Occupational Studies

Summer 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 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.

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LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - CONSTRUCTION

Principal Moderator's Report

Internal Assessment Overview

All moderators reported that they observed good practice in the delivery of units within the Technology and Innovation pathway for Summer 2022. The quality of candidate evidence presented was, in general, of a very good standard. A wide variety of teaching activities and assessment methods were observed resulting in very good candidate outcomes being achieved by most candidates. Where photographic evidence was used this showed, in most cases, candidates performing realistic working activities. In most centres the photographs were reasonably well annotated by the candidate, identifying the processes involved.

During this academic year addendums were applied to several 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.

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 for example 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 with stretch and challenge which will allow for differentiation. 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 with 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 AO3 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. 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. 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

This unit tended to be marked slightly leniently in most centres. Further opportunities required to stretch and challenge candidates in the AO1 section. In some cases, no opportunities were given to complete environmental issues. Learner/teacher observation records should be fully annotated to show where marks have been awarded. This was not the case in some centres. AO3 was marked leniently in most centres. Candidates should be encouraged to reflect on the whole production process, discussing problems and explaining how they could be/were overcome.

Unit 57 Carpentry and Joinery

Bench joinery and carpentry and joinery were the two most popular units 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 58

Computer Aided Design

In the centres moderated it was noted that the project completed was too simplistic to fully meet the requirements of the unit specification. Some portfolios included 3D images which were not required and so didn't receive any marks. Centres should refer to the exemplar work on the CCEA Website. The components/symbols should be related to the drawings produced and not CAD command symbols. Title blocks should be clear and concise, stating the scale of drawing.

A01

Examples of appropriate evidence:

- Understand the basic principles of technical drawing.
- Have a knowledge of the layout required for drawings such as position of plans and end and front elevations.
- Advantages and disadvantages of CAD, as opposed to manual drafting techniques.
- Appropriate storage methods
- File sharing
- Hardware and software required to produce CAD drawings.
- CAD user guide.

A02

A minimum of five completed drawings must be printed as listed below:

- A template drawing showing the title block and border to be used for the project. This should include candidates name, date, scale, project name, drawing title and logo. All drawings should be presented with this title block.
- Component drawing showing at least two components used in the project.
- Plan view showing dimensions and the use of various CAD commands. Drawing should show appropriate hatching and annotation.
- Elevational view which should be aligned with the plan.
- A working drawing showing both plan and front elevation

Additional drawings can be completed as time permits to stretch and challenge the learners. These won't attract any marks however they could reinforce the marks awarded.

The drawings above should be printed to an industrial recognised scale on maximum A3 paper size.

Please note the project completed by the candidates should justify the marks awarded.

Unit 59

Digital Imaging

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

Unit 60 Digital Music & Unit 63 Sound Production

AO1

Candidates should be given further opportunities by teacher to stretch and challenge their knowledge to achieve higher marks.

Unit 64 TV & Film Production

The centres moderated provided portfolios that were of a good standard. In some cases, portfolios were marked severely. Excellent evidence was provided for AO2.

Manufacturing Techniques: Unit 61 Hand Fitting & Unit 62 Sheet Metal

The work moderated was well structured and met the requirements of the unit specification. Further opportunities in AO1 and AO3 to stretch and challenge students if higher marks are to be attained. Very good photographic evidence was present in all portfolios.

Contact details

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