



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

Summer Series 2023

## Principal Moderator's Report

occupational  
studies  
*Business and Services*



## Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2023 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](http://www.ccea.org.uk).



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# LEVEL 1 AND 2 QUALIFICATIONS IN OCCUPATIONAL STUDIES - Business and Services

## Principal Moderator's Report

### Internal Assessment Overview

In the Business and Services pathway all the moderators reported that in general there was improvement in the delivery and collation of the portfolios within the units moderated. Centres have been taking on-board advice given on the eTAC6 and through the portfolio clinic feedback.

It noted in general the evidence presented in the form of pupil annotated photographs depicting progression within the assessment task was a common theme. The assessment tasks followed the specification criteria and demonstrated a wide range of teaching activities and assessment methods. Positive teacher feedback was also noted in a large number of portfolios and this was found to be helpful for the moderators and had a positive effect on the learners.

It should be highlighted that each unit should have a minimum of 7 detailed pupil annotated photographs demonstrating improving practice in the delivery of units within the Business and Services pathway, but for a small number of portfolios this was not achieved. A wide variety of teaching activities and assessment methods were observed within the units attempted, this resulted in good candidate outcomes being achieved by the majority of candidates.

Generally, the candidate evidence presented indicated further improvement in the majority of cases with regard to the following.

### A01 aspects

#### Health and Safety, Careers, Environment and Knowledge and Understanding

Most centres demonstrated completed Learner Unit Tracking Grids and Marking Grids, this allowed for a better breakdown of where marks had been awarded.

A03 evaluations are still deemed to be excessively descriptive rather than self-reflective or evaluative, most centres use "scaffolding questions" to try and develop more evaluative responses.

It remains important to emphasise that documentation within all portfolios for Business and Services should contain the following to develop good practice and clarity.

## 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)
- Completion date
- 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

## Internal Moderation/Verification

All units within a pathway must be internally standardised. Schools and colleges should internally standardise marking within individual units and related units across the 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.

## AO1 content: Health and Safety, Environment, and related Careers

The ratio of assessment marks for the aspects of:

- Health & Safety 4
- Careers 3
- Related Environmental Issues 3

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

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 section 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

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**

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 disposal 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 open ended assessment questions/tasks which demonstrate stretch and challenge. Some of these tasks should have the opportunity for high quality, extended writing.

### **Pathway Units Moderated in this series:**

#### **Unit 1: Childcare: The Play Environment**

This unit was well delivered by both schools and colleges. The units covered were well supported with annotated photographic evidence, however a minority of centres did not meet the minimum of 7 pupil annotated photographs per unit.

#### **Unit 2: Communications in an Office or Business Environment**

This unit was delivered by a single centre and while it was well attempted the AO3 evaluations were deemed to be leniently marked. The tasks attempted were relevant and appropriate to the assessment specification.

#### **Unit 3: Contemporary Cuisine**

This unit was one of the more popular units for both colleges and schools. The assessment tasks demonstrated a wide range of starters, mains and desserts. There was a dramatic improvement in centres using the minimum or above, number of photographs to evidence sequence in the tasks.

#### **Unit 4: Creative Styling Using Blow-Drying Techniques**

This unit was only observed in a small number of centres and again it was found to demonstrate lenient marking within section A03.

#### **Unit 5: Customer Services**

This unit was delivered by a small number of centres and while it was well attempted the AO3 section was deemed leniently marked. The unit was evidenced throughout with photographs and video, with a very small number of units not adhering to the 7 photograph per unit requested. The tasks attempted were relevant and appropriate to the assessment specification.

#### **Unit 6: Facial Skincare**

This unit was delivered by a small number of centres and these demonstrated aspects with the assessment criteria which matched the specification. AO3 within this unit was deemed by the moderators and PM to be leniently marked.

#### **Unit 8: Manicure and Nail Arts**

This unit was delivered by centres with the assessment tasks matching the specification and evidenced with annotated photographs and by exemplar nails. While AO1 and AO2 were well completed it was generally felt that AO3 was leniently marked

## **Unit 9: Modern Office Procedures**

This unit was delivered by a small number of centres and while it was well attempted the AO3 were deemed to be marked leniently. The tasks attempted were relevant and appropriate to the assessment specification.

## **Unit 10: Modern Retailing**

The evidence for the practical work in the centres that completed was in the form of photographic and video evidence. Pupil annotation of this evidence needs to be developed further. All evidence should be signed by both tutor and learner, together with witness statements and teacher/lecturer observations.

## **Unit 11: Patisserie and Baking**

This unit was well covered with the majority of the assessment tasks matching the required specification criteria. Most centres provided good supporting photographic evidence of the learners undertaking their assessment tasks to endorse the AO2 section in their portfolio evidence whilst showing the sequence or evolution of the assessed task and outcome.

## **Unit 12: Shampooing and Conditioning Treatment**

This unit was delivered by a small number of centres however again, the AO3 section was deemed to be leniently marked. The unit was evidenced throughout by annotated photographs, usually in sequence. The tasks attempted were relevant and appropriate to the assessment specification.

## **Unit 13: The Physical Care of Babies**

This unit was one of the most popular units, the assessed activities showed assessment tasks such as “Bathing the Baby”, “Dressing a Baby for bed” and “Preparing a bottle”. The majority of centres demonstrated well annotated photographic evidence. This unit lends itself to demonstrating the sequence involved in the evolution of the assessment tasks.

## **Unit 14: Using Office Technology**

This unit was delivered by a small number of centres and while it was well attempted the AO3 section was deemed to be leniently marked. The unit was supported throughout with photographic evidence. The tasks attempted were relevant and appropriate to the assessment specification.

## **Unit 15: Vehicle Servicing and Valeting Operations**

This unit was delivered by 1 centre and while AO1 and AO2 were well attempted, the AO3 evaluations were deemed leniently marked. The unit was evidenced throughout with photographs, although it did not meet the minimum of 7 photographs per unit. The tasks attempted were relevant and appropriate to the assessment specification.

There were no entries for the following unit:

## **Unit 7: Logistics and Transport**

## Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Nuala Tierney**  
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