



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

Summer Series 2023

Principal Moderator's Report

occupational
studies
Construction

Foreword

This booklet outlines the performance of candidates in all aspects of this specification for the Summer 2023 series.

CCEA hopes that the Principal Moderator's reports 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

Introduction

Once again Construction was a popular pathway this year, offered across a broad range of centres. As Principal Moderator, I appreciate the dedication of our teachers and lecturers who continue to work hard to ensure that candidates achieve the best results possible. Without this dedication results could be very different and I would like to thank you all for your hard work and commitment.

As in previous years, we continued to work in conjunction with further education colleges and this alliance is now firmly established and is working very effectively.

It was pleasing to note there has been improvement in the presentation of candidate evidence this year which included better photographic evidence. Photographic evidence depicting the different stages of projects from start to finish was very helpful in the moderating process. Some improvement in annotation was noted but this could be developed further and this would be helpful for candidates to achieve a higher mark. A variety of teaching activities and assessment methods were used and achieved good candidate outcomes.

Candidate evidence indicates improvement in the following areas:

- Presentation of portfolios;
- Photographs showing stages of production of projects;
- Annotation of photographs; (to be developed further)
- More individual identification of the topics and tasks within the sections;
e.g. Health & Safety, Knowledge, Careers and Environment

As always, all centres undertaking Occupational Studies must continue to 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.

A01 (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 seven 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 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 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, 9 marks which focus on the 3 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, 12 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 have the opportunity for extended writing.

Practical Outcomes A02

Legitimacy of learner outcomes is essential. All practical work produced under AO2 must be supported by photographs (minimum of seven or eight) that record the development of the AO2 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 AO2.

Evaluations A03

Evaluations must provide an assessment of the task rather than a descriptive statement. Evaluations should also reflect on how the candidate's experience would impact on their outlook, career opportunities and job/employment prospects.

In the majority of centres, the candidates' diaries were very well presented detailing the learning process. Although in themselves they don't achieve assessment marks, in certain cases reflective evaluations were included which formed part of the assessment for AO3 task evaluations criteria.

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.

Unit 16 Bench Joinery

Bench joinery, again, was a very popular unit within the Construction pathway this year, with candidates producing some very good end products and detailed portfolios.

- AO1** The majority of centres had made good use of the information on the CCEA website and were able to incorporate this information and the marking grids into their delivery. Centres should ensure that portfolios contain adequate Health and Safety, Environmental and Careers worksheets. The portfolio should contain more stretch and challenge questions that will allow for higher marks to be achieved by more candidates.
- AO2** There was evidence of improved photographic evidence to support the AO2 marks. As always, it is important that candidates wear the appropriate PPE and they should include photographs of themselves wearing it in all of the photographic evidence. It is important that the photographic evidence shows the joints used in their projects. Most centres provided photographic evidence of the various stages of projects which was helpful in the moderation process. It was good to see a photograph of the end product. There has been some improvement in annotation however this could be further developed to help candidates achieve higher marks.
- AO3** Evaluations should be structured in the worksheets to enable the candidates to consider their end product and analyse how it could be improved or whether they are satisfied that it is good quality and fit for purpose. Marking was slightly lenient.

Unit 17

Brick & Block Work

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

- AO1** In this unit most Centres ensured that portfolios contained adequate Health and Safety, Environmental and Careers worksheets. The portfolio should also contain more stretch and challenge questions that will allow for higher marks to be achieved by more candidates.
- AO2** There was evidence of improved photographic evidence to support the AO2 marks. As always, it is important that candidates wear the appropriate PPE and they should include photographs. Most centres provided good photographic evidence of the various stages of projects which was helpful in the moderation process. There has been some improvement in annotation however this could be further developed to help candidates achieve higher marks.
- AO3** Evaluations should be structured to enable candidates to be analytical in the assessment of their end product. Candidates should analyse how it could be improved or whether they are satisfied that it is fit for purpose. Again, marking was slightly lenient.

Unit 18

Carpentry & Joinery

Carpentry and Joinery was again a very popular unit within the Construction pathway this year with candidates producing some very good end products and well-structured portfolios.

- AO1** The majority of centres had made good use of the information on the CCEA website and were able to incorporate this information and the marking grids into their delivery. There was good evidence of Health and Safety, Environmental and Careers worksheets. Portfolios showed more stretch and challenge detail allowing candidates to achieve higher marks.
- AO2** There was evidence of improved photographic evidence to support the AO2 marks. It is important that the photographic evidence shows the joints used in their projects. Most centres provided photographic evidence of the various stages of projects which was helpful in the moderation process and it was good to see photographs of the end product. There has been some improvement in annotation however this could be further developed to help candidates achieve higher marks.
- AO3** Evaluations should be structured in the worksheets to enable the candidates to consider their end product and analyse how it could be improved or whether they are satisfied that it is good quality and fit for purpose.

Unit 19

Hard Landscaping

It was good to see centres still providing portfolios for this unit despite its limited uptake. 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. Portfolios contained adequate Health and Safety, Environmental and Careers worksheets. Stretch and challenge questions will allow for higher marks to be achieved by more candidates.
- AO2** There was evidence of improved photographic evidence to support the AO2 marks. It was good to see evidence of candidates wearing appropriate PPE. Photographic evidence of the various stages of projects is helpful in the moderation process. There has been more improvement in annotation for each specific task however this could be further developed to help candidates achieve higher marks.
- AO3** Teachers are encouraged to identify the strengths and weaknesses of all aspects of activities undertaken. 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 their assessments.

Unit 20

Painting & Decorating

Portfolios were generally well set out and clear evidence was presented for AO1 and AO2. Improvement was seen across the portfolios with candidates being more analytical in their assessments for AO3.

- AO1** There was evidence of an improvement in portfolios containing good Health and Safety, Environmental and Careers worksheets. It would still be good to see more stretch and challenge questions that will allow for higher marks to be achieved by more candidates.
- AO2** There was evidence of improved photographic evidence to support the AO2 marks. Most centres provided good photographic evidence of the various stages of projects which was helpful in the moderation process. There has been some improvement in individual annotation however this could be further developed to help candidates achieve higher marks.
- AO3** Evaluations need to be structured in the worksheets to enable candidates to be more analytical in the assessment of their end product. There were some signs of improvement in this area.

Unit 21

Plastering

This unit was showed improvement in candidates' portfolios. They displayed an appropriate range of skills for plastering. Portfolios were generally well set out with clear evidence presented for AO1, AO2 and AO3.

- AO1** The majority of 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. Portfolios showed improvement in evidence regarding Health and Safety, Environmental and Careers worksheets. Portfolio could be enhanced further by more stretch and challenge questions that will allow for higher marks.
- AO2** There was improved photographic evidence to support the AO2 marks. As always, it is important that candidates wear the appropriate PPE and it was good to see this included in the photographic evidence in the portfolios. Candidates provided plenty of evidence in this area and this was very helpful. Most centres provided photographic evidence of the various stages of projects which was helpful in the moderation process. There has been some improvement in annotation however this could be further developed to help candidates achieve higher marks.
- AO3** Evaluations should be structured in the worksheets to enable the candidates to consider their end product and analyse how it could be improved or whether they are satisfied that it is good quality and fit for purpose.

Unit 22

Plumbing

Plumbing showed good improvement across the candidates' portfolios. Overall, the marking was consistent throughout the samples moderated. Candidates demonstrated good skills across the range of areas.

- AO1** Centres showed an improvement of evidence in portfolios containing Health and Safety and Environmental worksheets. Careers worksheets could be further developed showing job opportunities and career paths for this unit. Stretch and challenge questions will allow for higher marks to be achieved by candidates.
- AO2** There was evidence of improved photographic evidence to support the AO2 marks. As always, it is important that candidates wear the appropriate PPE. Most centres provided good photographic evidence of the various processes e.g. brazing, which was helpful in the moderation process. There has been some improvement in annotation however this could be further developed to help candidates achieve higher marks.
- AO3** There has been some improvement in the evaluations with candidates being more analytical in their assessments but there is still room for progress in this area.

Unit 23

Tiling

There was good evidence of floor and wall tiling provided for moderation. Candidates' portfolios showed good evidence of skills across the range of tasks.

AO1 Candidates demonstrated an overall awareness of the specification. Most Centres showed an improvement in portfolio evidence of Health and Safety, Environmental and Careers worksheets. Stretch and challenge questions will allow for higher marks to be achieved by more candidates.

AO2 The majority of centres provided good photographic evidence to support the AO2 marks. These showed the finished tasks which made the moderation process a lot easier. There was evidence of better annotation on previous years however, there is still room for improvement.

AO3 Teachers are encouraged to identify the strengths and weaknesses of all aspects of activities undertaken. Evaluations need to be structured in the worksheets to enable candidates to be more analytical in the assessment of their end product. There were some signs of improvement in this area.

Contact details

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