Life SKILLS

Life and Living Skills

Entry Level 1 10160, 10161, 10162, 10163, 10181, 10164
Entry Level 2 10165, 10166, 10167, 10182, 10168
Entry Level 3 10169, 10170, 10171, 10183, 10172

A Guide to Writing Centre-Set Assignments

February 2015

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OCR
Oxford Cambridge and RSA

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INTRODUCTION

This guide is aimed at supporting assessors to develop assignments that enable learners to produce evidence that shows that they have met the Assessment Criteria for the Life and Living Skills units. It explains the Unit Document, Learning Outcomes (LOs), Assessment Criteria (ACs) and The Third Column. Command Verbs and Methods of Assessment are also explained.

Good centre-set assignments are effective in motivating learners. They also provide the opportunities for learners to meet the required AC. They ensure that there is standardisation across teams, as assessors are using the same assignments. It is important to remember, that whilst learners may be using the same centre-set assignment, the evidence generated by the learners must be individual and differentiated.

In this guide we have also provided two examples of how to write centre-set assignments, A Beginner's Guide (covering one Life and Livings Skills units) and A Holistic Approach (covering two Life and Living Skills units, five Cambridge Progression English unit and four Cambridge Progression Mathematics units).

1. UNDERSTANDING THE UNIT DOCUMENT

This is Page One

This is an example of a Unit document

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Unit title:	Basic food preparation
OCR unit no:	D16
Life & Living skill area:	Home Management
Level:	Entry 3
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

This unit introduces learners to preparing food for cold presentation or for cooking safely and hygienically.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1. Be able to prepare food for cold presentation or cooking	The Learner can: 1.1 Select the correct ingredients for basic dishes	The learner will have the opportunity to select correct ingredients for basic dishes. Basic dishes may include salad, jacket potato with filling:, spaghetti Bolognese etc. Learners can select the ingredients from a food storage area such as fridge, freezer, larder etc. Learners can list the ingredients needed; learners can go to a supermarket to purchase the ingredients needed. Learners can select from an extended list which can be written or pictorial/Braille etc.
	1.2 Choose the correct equipment and handle safely and hygienically	Learners can list the equipment needed using speech, written or signed mediums etc according to learner need. Equipment may include serving dishes which are clean; knives to prepare vegetables and using them in a safe manner; cooking pans; using the correct coloured chopping boards to prepare the ingredients; use the cooker safely eg pan handles turned a certain way etc.

This is The Third Column

This is Page Two

	1.3 Prepare food items for cold presentation or cooking safely and hygienically	The learner will prepare food items for cold presentation or cooking safely and hygienically eg wash hands, clean preparation area, use equipment safely etc. Food for cold presentation could include a salad (prepare and wash salad items, chop tomatoes and cucumber etc), a selection of sandwiches (butter bread, prepare fillings, make them look presentable); prepare ingredients needed for cooking eg peeling and cutting vegetables, cutting meat; using the correct chopping boards; washing hands after preparing meats etc.
	1.4 Set aside or store prepared food times ready for use according to instructions	The learner will follow guidelines for storage or setting aside prepared food items. This may include putting food in the fridge until required and stored in an appropriate way, wrapping food, separate food items in the fridge according to good food hygiene eg uncooked meat at the bottom of the fridge, salad in a salad drawer. Learners can discuss how different food is stored; physically carry out the activity of storing food.
	1.5 Clean work areas and equipment safely and hygienically during and after preparing food	Learners will ensure work areas and equipment are used safely and hygienically during and after food preparation. This could include wiping down surfaces including the chopping board; cleaning your knife carefully and returning it to its storage holder/block; mopping up any spillages; washing your equipment thoroughly after use, using equipment guards etc.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

This is Page Three

The basic dish to be prepared will depend on the environment and the equipment you have available to you. Learners should be given the opportunity to carry out basic food preparation.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

Additional information

For further information regarding the structure and administration for this qualification please refer to the 'Life and Living Skills Centre Handbook' and the 'Administrative Guide for Vocational Qualifications' (A850).

LEARNING OUTCOMES

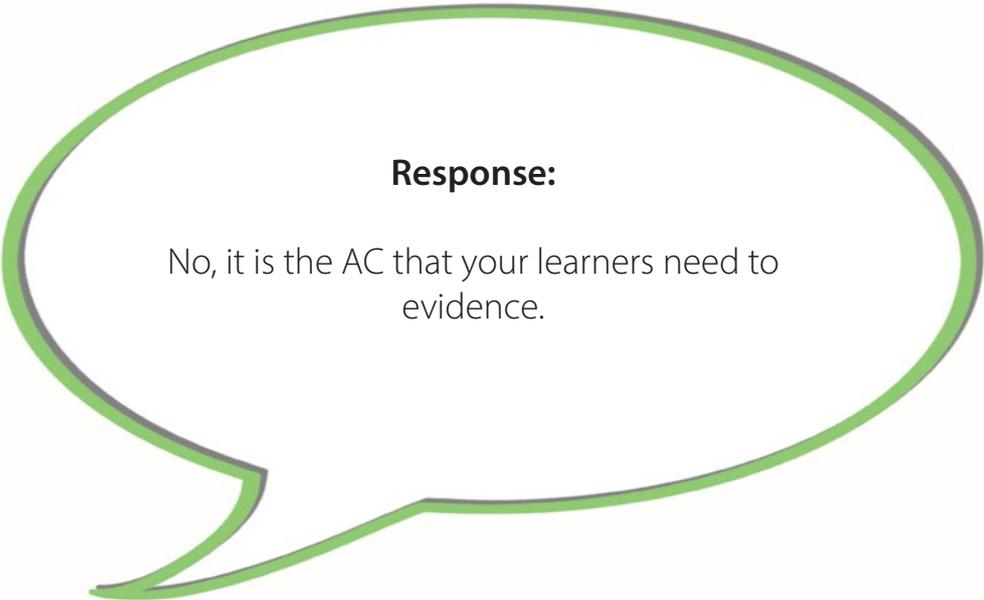The Learning Outcomes are statements that describe what a learner will be able to do as a result of learning.

For example, in the Unit Document for Unit D16, LO1 states 'The learner will be able to prepare food for cold presentation or cooking'.
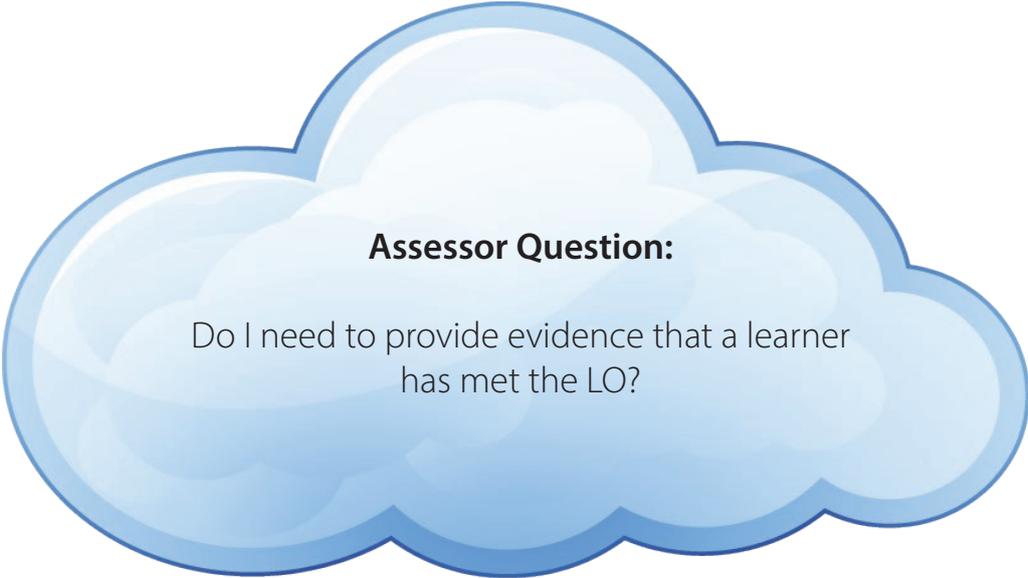
Assessor Question:

Do I need to provide evidence that a learner has met the LO?

Response:

No, it is the AC that your learners need to evidence.

ASSESSMENT CRITERIA

The AC represents elements, which will evidence how a learner has achieved the LO and the overall aim of a unit.

For example, in the Unit Document for Unit M15, the AC 1.1 states 'The learner can identify four emotions'. This AC would need relevant evidence to show that a learner has met the AC.

Assessment Criteria

The Learner can:

1.1 Identify four emotions

Assessor witness statement (possible evidence):

I asked Ali to look at four photos of people displaying different emotions. He recognised the first photo was of someone who was happy. When I asked him about the second photo, he said, "This person is angry". He talked about the third photo and stated, "I think this person looks scared". We talked about the final photo and Ali said, "This man looks very sad!".

THE THIRD COLUMN

The third column gives examples of ways the AC could be met. Assessors have used this important information to develop some excellent centre-set assignments. Successful assessors have also found this information to be crucial in helping them to ensure that their learners' evidence has met the AC.

Assessment Criteria	Examples of ways assessment criteria could be met
1.1 Make an art or craft product using given resources	The learner will create an art or craft product. Examples could include: creating a montage such as using artefacts collected from a woodland walk – leaves, twigs, pebbles; creating an item using a simple craft kit; creating a 'sensory' touch picture using sand and pebbles of different grades and sizes.

Assessor Question:

Do I have to use all the examples you give me here?

Response:

No, they are just ideas, but a great starting point if you are looking for inspiration.

COMMAND VERBS AND TERMS IN THE AC

It is key that assessors understand the command verbs in the AC in order to develop effective assignments which, in turn, enable learners to provide good, specific evidence.

Examples of command verbs that are used in the AC:

- **Identify** – in simpler terms this requires a learner to 'name' or 'state'. For example, a learner might write down (identify) two rooms that need to be cleaned.

Unit D11

Assessment Criteria

1.2   Identify rooms that need to be cleaned

The command verb 'identify'
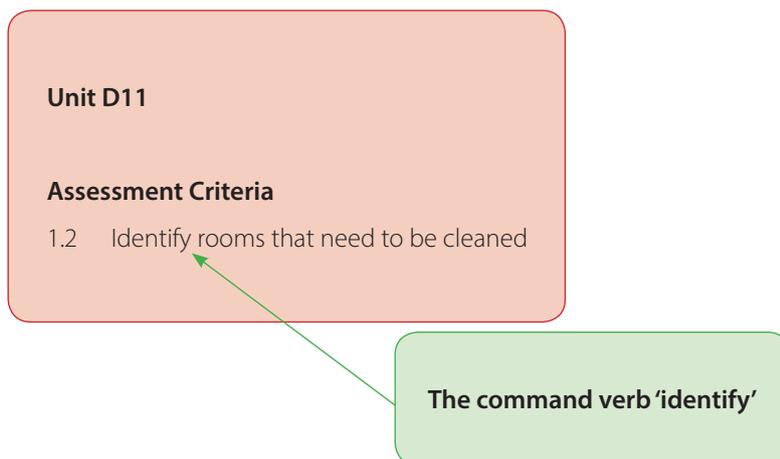
- **Sort** – in other terms this requires a learner to 'group' or 'organise'. For example, an assessor might record observing a learner taking part in separating dark and light items ready for the washing machine.

Unit D13

Assessment Criteria
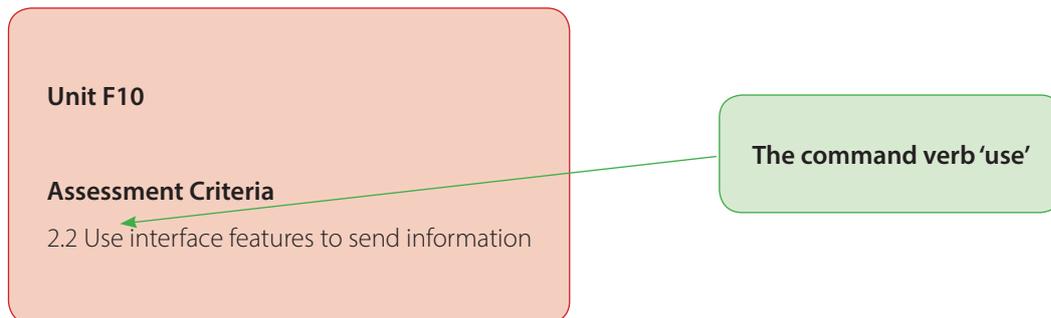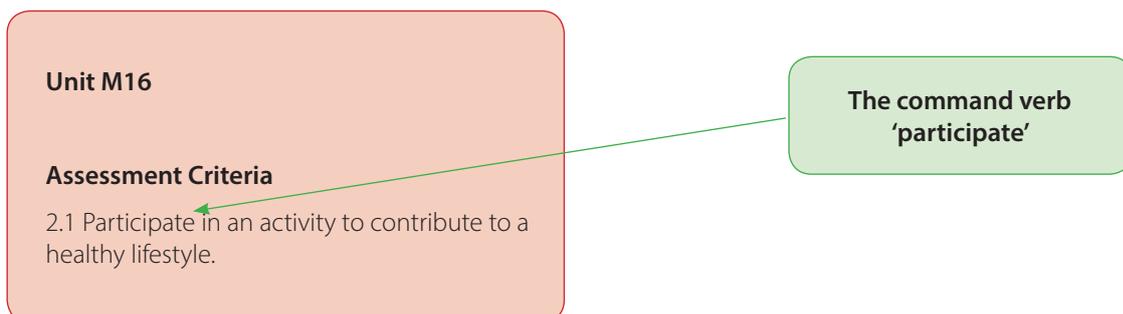
2.1 Sort laundry ready to be washed

The command verb 'sort'
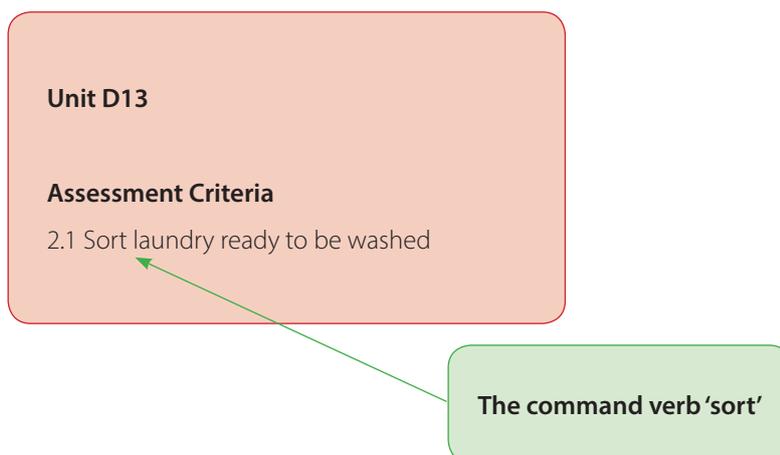
- **Select** – in simpler terms this requires a learner to 'choose' or 'pick'. For example, a learner may pick a mobile phone to receive an email out of a choice of a mobile phone and a laptop. An assessor could record this as evidence in the form of 'observation of learner' method of assessment. See Section 2.

Unit F10

Assessment Criteria

1.1 Select appropriate ICT communication resource to receive information

The command verb 'select'
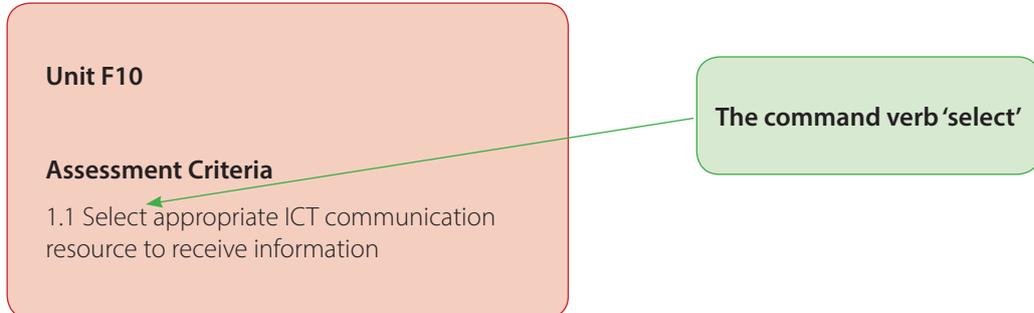
- **Use** – in other terms this requires a learner to 'operate'. For example, use mobile phone keys to send texts (see Unit F10, AC 2.2). An assessor could record this as evidence in the form of 'observation of learner' method of assessment. See Section 2.

Unit F10

Assessment Criteria

2.2 Use interface features to send information

The command verb 'use'

- **Participate** – in simpler terms this requires a learner to 'take part in'. For example, a learner could be photographed taking part in a game of basketball.

Unit M16

Assessment Criteria

2.1 Participate in an activity to contribute to a healthy lifestyle.

The command verb 'participate'

Plural words and phrases must be evidenced appropriately.

For example:

Unit D03, AC 1.1 states the learner can 'Locate different shops'. This means that evidence needs to demonstrate that a learner can locate more than one shop, ie, two or more shops.

Unit D03

Assessment Criteria

1.1 Locate different shops.

The plural word 'shops'
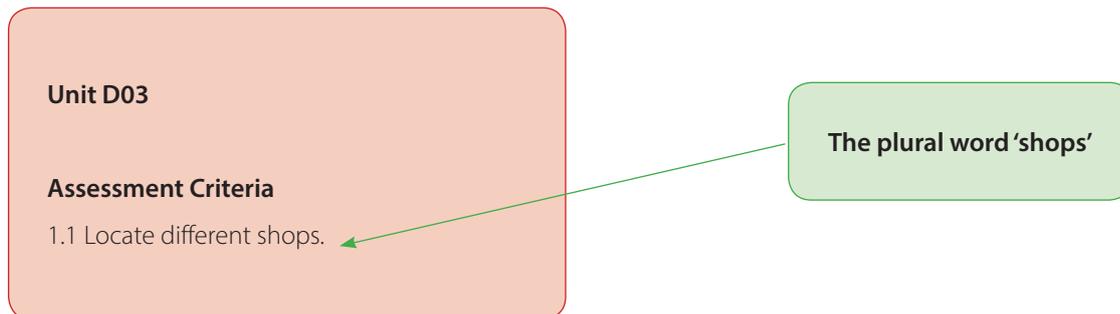
Unit D05, AC 1.1 states the learner can 'Take part in completing different household tasks'. This means that evidence needs to demonstrate that a learner can take part in completing more than one household task, ie, two or more household tasks.

Unit D05

Assessment Criteria

1.1 Take part in completing different household tasks.

The plural word 'tasks'
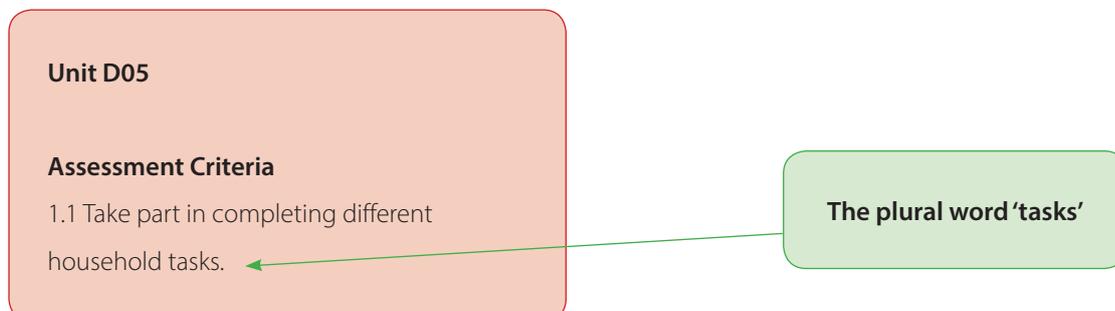
2. METHODS OF ASSESSMENT

For Life and Living Skills there are three main types of evidence.

- Observation of learner.
- Questioning of learner/discussion.
- Evidence of product/learner's work.

Below are examples of how these may be recorded/included:

Observation of learner – the assessor writes statements about what they have witnessed and signs it. See the following example:

Assessor statement:

I witnessed Brandon using ICT hardware components. He used the keyboard to type in personal information and he used the printer to print out cinema times. S Williams

Unit F12

Assessment Criteria

1.1   Use hardware components

Questioning of learner/discussion – the assessor writes statements about the conversation that took place and signs it. See the following example:
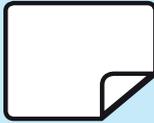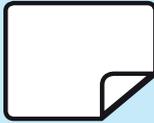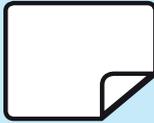
Assessor statement:

I asked Zara what she could do to make sure she has a healthy lifestyle. Zara said, "I should eat five fruit and veg each day. I should also do more walking. S Williams

Unit M16

Assessment Criteria

1.1 Identify what they can do to contribute to a healthy lifestyle

Evidence of product/learner's work – the assessor submits evidence or work completed by the learner.

See the following examples:

a)

Unit M16

Assessment Criteria

1.1 Take part in different new creative activities

Evidence of learner's work:

Photograph One

Rashad's wall mosaic

Photograph Two

Rashad playing the guitar for the first time

b)

Unit N08

Assessment Criteria

3.1 Identify what to do in an emergency

Learner's work:

Name: Thomas James

In an emergency, like an accident, I would tell a supervisor straight way. If there was a fire and the fire alarm went off, then I would leave the building.

3. WRITING A SUCCESSFUL ASSIGNMENT

The best and most motivating assignments are those which:

- State the ACs so that learners and assessors understand what is being assessed at each stage of the assignment.

- Provide one example answer that will provide your learners with an idea (but be careful not to give the most obvious answer as the example).

- Are colourful.

- Include images.

- Are in Comic Sans font (this is a popular choice of fonts for assignment writing for Entry Level learners or those with particular difficulties, ie, dyslexia).

A Beginner's Guide

Choose a unit that suits your learners. In this instance, C07 has been chosen.

Start with a colourful front cover. Then develop subsequent pages that allow learners to meet the AC. Please note that plurals have been underlined and emboldened.

The assignment needs a front cover.

Individual Responsibilities in the Community – C07

Entry Level 2

Name: _____

Group:_____

Name _____ Date _____

AC 1.1 Identify own responsibilit**ies** in the community.

What are you responsible for in your community?
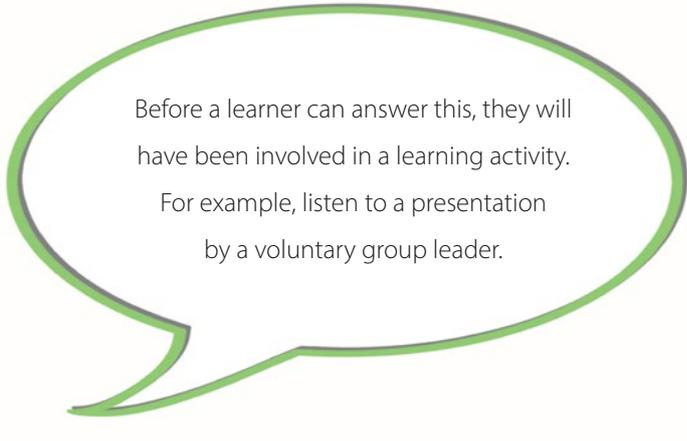
Before a learner can answer this, they will have been involved in a learning activity. For example, listen to a presentation by a voluntary group leader.

eg, to look after old people

1._____

2. _____

AC 2.1 Identify way**s** of making a positive contribution to the community.

What can people do to help the community?
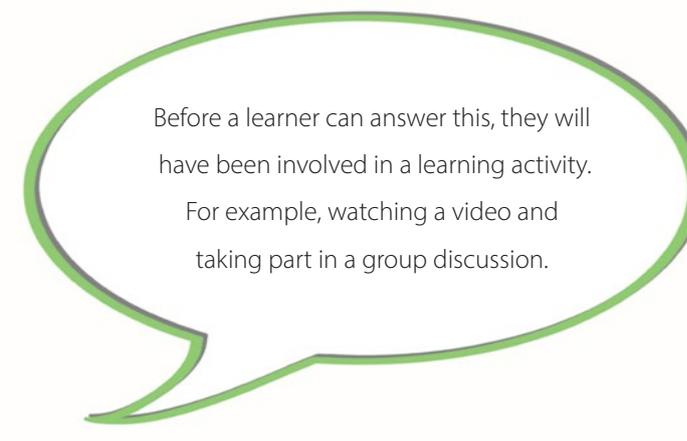
Before a learner can answer this, they will have been involved in a learning activity. For example, watching a video and taking part in a group discussion.

eg, get to know other people

1._____

2. _____

Name _____ Date _____

AC 3.1 State possible consequence**s** of not acting responsibly in the community.

If people do not act responsibly, what problems might there be

in the community?

Before a learner can answer this, they will have been involved in a learning activity. For example, looking at simple case studies and discussing the different consequences of not acting responsibly.

eg, if people don't pick up litter then rats might come into our community and spread diseases.

1._____

2. _____

AC 3.2 State the benefit**s** of acting responsibly in the community.

If people act responsibly what good things could happen in the community?

Discuss this with a partner and write down your answers on the next page.

Before a learner can answer this, they will have been involved in a learning activity. For example, looking at local newspapers that give details about people who have acted responsibly in the community and this has been of benefit to others.

eg, planting with nice flowers will make people happy.

Name _____ Date _____

AC 3.2 State the benefit**s** of acting responsibly in the community.

If people act responsibly what good things could happen in the community?

_____
_____
_____
_____
_____
_____
_____
_____

✚
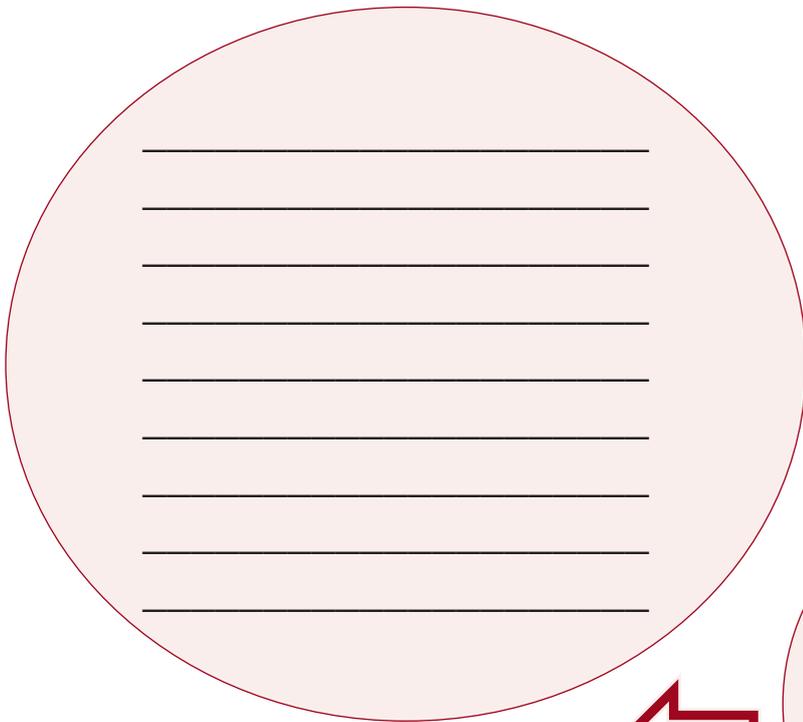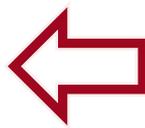
These good things can happen in the community if people act responsibly.
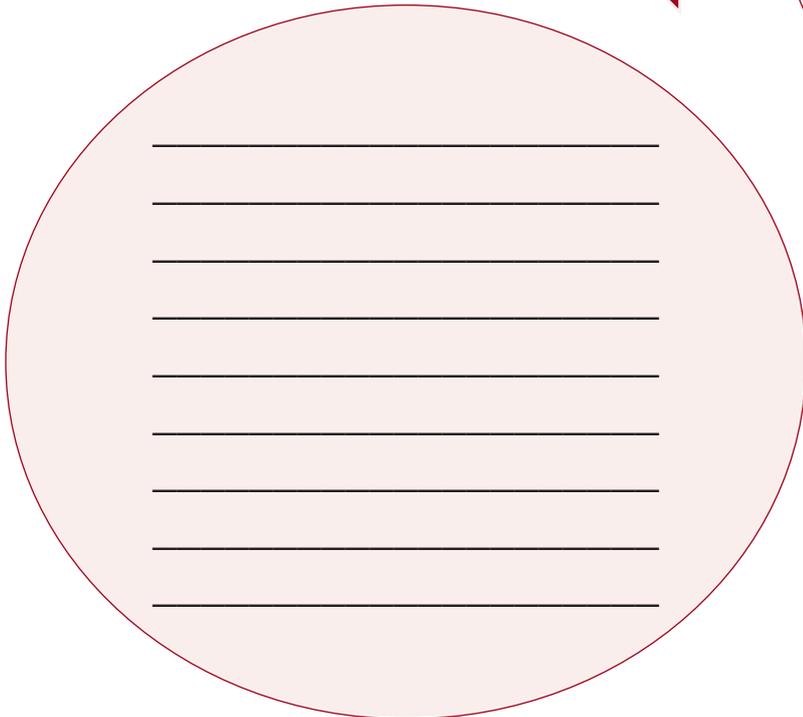
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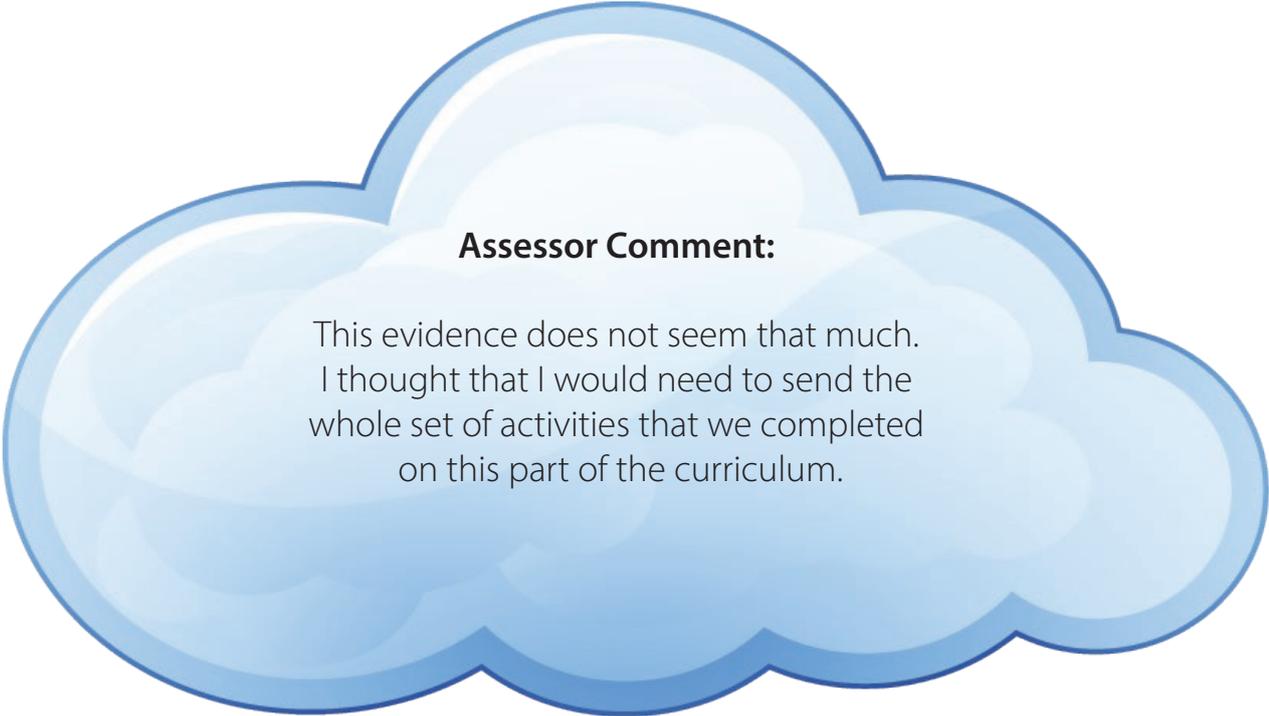
Assessor Comment:

This evidence does not seem that much. I thought that I would need to send the whole set of activities that we completed on this part of the curriculum.
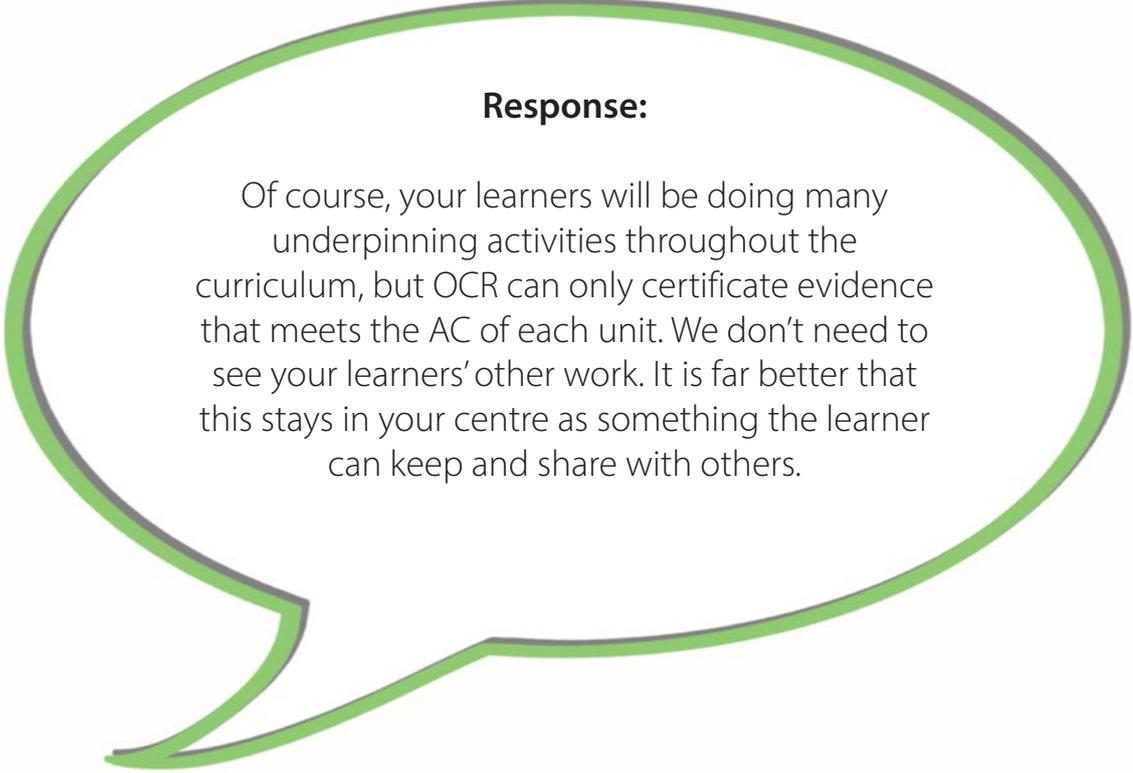
Response:

Of course, your learners will be doing many underpinning activities throughout the curriculum, but OCR can only certificate evidence that meets the AC of each unit. We don't need to see your learners' other work. It is far better that this stays in your centre as something the learner can keep and share with others.

A Holistic Approach (embedding Cambridge Progression English and Mathematics)

Choose two units that:

a.   suit your learners;

b.   you think will link well.

In the following example, units M19 (Entry Level 2) and D12 (Entry Level 2) have been chosen.

The table below shows the Cambridge Progression Entry 2 Level units which have mapped to units M19 and D12 so you can see how English and maths can be embedded into your Life and Living Skills teaching.

Life and Living Skills Unit:	LO:	Assessment Criteria:	Covered	Cambridge Progression Unit:
M19 Managing own money	LO1	1.1 Identify their weekly income	✓	**English** Entry code 5444 Speak to provide and request information
				Mathematics Entry code 5742 Add, subtract and multiply whole numbers Entry code 5746 Extract, sort and present data for interpretation
		1.2 Identify items they need to spend money on	✓	**English** Entry code 5444 Speak to provide and request information Entry code 5431 Understand simple phrases and sentences Entry code 5436 Construct straightforward compound sentences Entry code 5722 Listen and respond to detail
		1.3 Prepare a simple personal weekly budget	✓	**English** Entry code 5426 Read for purpose and meaning in straightforward texts
				Mathematics Entry code 5742 Add, subtract and multiply whole numbers Entry code 5746 Extract, sort and present data for interpretation
	LO2	2.1 Demonstrate paying for an item	✓	**Mathematics** Entry code 5742 Add, subtract and multiply whole numbers Entry code 5743 Time and date formats and simple money calculations
		2.2 Make simple calculations when paying for an item		

D12 Shopping for daily living	LO1	1.1 Identify items which need to be bought regularly for daily living requirements	✓	**English** Entry code 5436 Construct straightforward compound sentences Entry code 5444 Speak to provide and request information Entry code 5722 Listen and respond to detail
		1.2 Identify shops to be visited to buy items for daily living requirements	✓	**English** Entry code 5431 Understand simple phrases and sentences Entry code 5436 Construct straightforward compound sentences Entry code 5722 Listen and respond to detail
		1.3 Decide on the order in which to visit the shops	✓	**English** Entry code 5431 Understand simple phrases and sentences Entry code 5444 Speak to provide and request information Entry code 5722 Listen and respond to detail
				Mathematics Entry code 5745 Simple fractions and common units of measurement
		1.4 Give reasons for choice of mode of travel to the shops	✓	**English** Entry code 5431 Understand simple phrases and sentences Entry code 5444 Speak to provide and request information Entry code 5722 Listen and respond to detail
				Mathematics Entry code 5746 Extract, sort and present data for interpretation
		1.5 State how much money will be needed	✓	**English** Entry code 5426 Read for purpose and meaning in straightforward texts Entry code 5431 Understand simple phrases and sentences
				Mathematics Entry code 5742 Add, subtract and multiply whole numbers

LO2	2.1 Demonstrate appropriate behaviour while buying chosen items	✓	**English** Entry code 5444 Speak to provide and request information Entry code 5722 Listen and respond to detail
	2.2 Use appropriate communication skills when buying items	✓	**English** Entry code 5444 Speak to provide and request information Entry code 5722 Listen and respond to detail
	2.3 Pay for items using cash up to £10	✓	**Mathematics** Entry code 5742 Add, subtract and multiply whole numbers Entry code 5743 Time and date formats and simple money calculations
	2.4 Count change accurately following transactions	✓	**Mathematics** Entry code 5742 Add, subtract and multiply whole numbers Entry code 5743 Time and date formats and simple money calculations

The assignment needs a front cover.

Managing my own money – M19

Shopping for daily living – D12

Entry Level 2

Name: _____

Group:_____

Name _____ Date _____

M19, AC 1.1 Identify their weekly income.

What money do you get each week (this is called your weekly income)?

Money I get each week

What is it? eg Pocket Money	Amount eg £10
	£
	£
	£
	£
TOTAL	£

Before a learner can complete this, they will need to be involved in learning activities.

For example, as a class talking about sources of income (speaking and listening skills, Cambridge Progression Entry code 5444), learning how to use simple tables (using lists and tables, Cambridge Progression Entry code 5746) and adding amounts (number skills, Cambridge Progression Entry code 5742).

Name _____ Date _____

M19, AC 1.2 Identify items they need to spend money on.

Make a poster showing two or more things you need to spend money on.

Assessor to insert photograph of completed poster here.

Before a learner can complete this, they will need to be involved in learning activities.

For example, in small groups they can talk about what they NEED to buy each week (speaking and listening skills, Cambridge Progression Entry code 5722) and being shown examples of posters / being taught the format of posters (reading and writing skills, Cambridge Progression Entry codes 5431, 5436)

Name _____ Date _____

M19, AC 1.3 Prepare a simple weekly budget.

Fill in this form to show your own weekly budget.

My weekly Budget			
Money I get each week		**Things I need to buy each week**	
What it is eg pocket money	Amount	What it is eg food	Amount
	£		£
	£		£
	£		£
TOTAL	£	TOTAL	£

Before a learner can complete this, they will need to be involved in learning activities.

For example, looking at work they have already completed (reading skills, Cambridge Progression Entry code 5426) and how to complete simple tables (maths skills, Cambridge Progression Entry code 5746).

Name _____ Date _____

D12, AC 1.1 Identify items which need to be bought regularly for daily living.

What items do you need to buy for daily living?

Daily Living Shopping List

• Shampoo _____

• _____

• _____

• _____

• _____

Before a learner can complete this, they will need to be involved in learning activities.

For example, a small group discussion about items needed for everyday living (speaking and listening skills, Cambridge Progression Entry codes 5444, 5722) and spelling everyday shopping items (writing skills, Cambridge Progression Entry code 5436).

Name _____ Date _____

D12, AC 1.2 Identify shops to be visited to buy items for daily living requirements.

Which shops will you need to visit to buy these items?

Shops that I need to go to

- Shampoo - Chemist _____

- _____

- _____

- _____

- _____

Before a learner can complete this, they will need to be involved in learning activities.

For example, watching a short film about shopping (listening skills, Cambridge Progression Entry unit code 5722) and spelling types of shops (writing skills, Cambridge Progression unit Entry code 5436)

Suggested clip: http://learnenglish.britishcouncil.org/en/britain-great/shopping-great-part-1

Name _____ Date _____

D12, AC 1.3 Decide on the order in which to visit the shop.

What order you will need to visit the shops in?

The order I will need to visit the shops in

1. _____

2. _____

3. _____

4. _____

5. _____

Before a learner can answer this, they will have been involved in a learning activity.

For example, engaging in a group discussion about which shops to visit first/last (speaking and listening skills, Cambridge Progression unit Entry codes 5431, 5444, 5722). Heavier/larger items to be bought last, (measure skills, Cambridge Progression unit Entry code 5745) fresh items to be bought last.

Name _____ Date _____

D12, AC 1.4 Give reasons for choice of travel to the shops.

Talk to your tutor about how you will get to the shops and give two reasons why you have chosen that way of getting there.

Option 1: Assessor to write statement stating what was said in the one-to-one discussion.

Option 2: Assessor to include a digital recording of the one-to-one discussion.

Before a learner can engage fully in this, they will need to be involved in learning activities.

For example, watching a clip about how to have better communication skills (speaking, listening and discussion skills, Cambridge Progression unit Entry codes 5431, 5444, 5722), being involved in a role play activity (speaking, listening and discussion skills) and making a list of simple 'dos and don'ts' (writing skills, Cambridge Progression unit Entry code 5746).

Name _____ Date _____

D12, AC 1.5 State how much money will be needed.

How much money do you think you will need to buy your daily living items?

You can use the internet to find prices.

How much money will I need?

Item	Amount
	£
	£
	£
	£
TOTAL	£

The learner is looking at work they have already completed (reading skills Cambridge Progression unit Entry codes 5426, 5431) and using simple tables (maths skills, Cambridge Progression unit Entry code 5742).

Name _____ Date _____

D12, AC 2.1 Demonstrate appropriate behaviour while buying chosen items.

D12, AC 2.2 Use appropriate communication skills when buying items.

You will now go out to the shops as a small group and buy your items.

Assessor to write a statement about:

a. How they observed the learner demonstrating appropriate behaviour, eg finding the till and queueing appropriately.
b. How they observed the learner using appropriate communication skills, eg using eye to eye contact with a shop assistant and asking questions.

Before a learner can engage fully in this, they will need to be involved in learning activities.

For example, carrying out role-play with another learner (speaking and listening skills, Cambridge Progression unit Entry codes 5444, 5722).

Name _____ Date _____

D12, AC 2.3 Pay for items using cash up to £10.

M19, AC 2.1 Demonstrate paying for an item.

M19, AC 2.2 Make simple calculations when paying for an item.

D12, AC 2.4 Count change accurately following transactions.

Assessor to write a statement about:

a. How they observed the learner paying for items using cash up to £10, eg count out the correct number of coins/notes.

b. How they observed the learner making simple calculations when buying an item, eg adding the cost of two or more items.

c. How they observed the learner counting change accurately after their purchase, eg calculating and checking change received.

Before a learner can engage fully in this, they will need to be involved in learning activities.

For example, counting money, adding amounts and checking calculations (maths skills, Cambridge Progression unit Entry codes 5742, 5743).

4. COMMON PITFALLS

It will not be possible for OCR to certificate leaners' work if:

- A method of copying and pasting evidence into the Record of Assessment and Evidence has been used. Individual learner evidence must be provided.

- Group work is not individually assessed. It is acceptable for learners to work together to complete tasks, but individual learner evidence must be provided.

- AC statements are simply re-written as evidence. Assessors must provide individual and detailed evidence for each learner to show exactly how the AC has been met.

5. CHECKLIST

Assessors should check the learner evidence before it is submitted for certification. They should ensure that:

All of the AC, in each unit, has been evidenced clearly and in a detailed and individualised way.	✓
Any plurals in the AC have been evidenced – remember, plural words mean at least two.	✓
Any plurals in the AC have been evidenced – remember, plural words mean at least two.	✓
Command verbs in the AC have been accurately assessed and evidenced.	✓
'Extra' learner work has not been included. OCR only needs to see the unit specific evidence. There is no need to send additional teaching and learning materials or multiple examples to evidence that the learners have met the AC.	✓
All witness statements and records are signed.	✓
All learner work has a verification statement and assessor's signature.	✓

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