

## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Life and Living Skills**

Entry Level 1-3 – 10160-10172, 10181-10183

### **Moderators' report 2019 series**

## About this Moderators' report

This report on the 2019 series assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

## Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

## Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

## Further support from OCR

# CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

[www.ocr.org.uk](http://www.ocr.org.uk)

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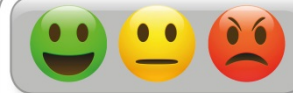
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## We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

## Overview

The OCR Life and Living Skills is a comprehensive range of adaptable, credit-based QCF qualifications. They are appropriate for a wide range of learners, who need to develop knowledge and skills in areas such as 'Home management', 'Communication', 'ICT', 'Performing arts', 'Personal skills', 'Office practice', 'Horticulture', 'Media' and 'Numeracy'. Across the skills areas, over 150 units are available, which means that units can be chosen to suit the learners' individual requirements and interests.

The six qualifications available are:

- Introductory Award
- Award
- Extended Award
- Certificate
- Extended Certificate
- Diploma

## Good practice

Centres delivering the Life and Living Skills qualifications submitted entries for learners with a range of abilities across the three Entry Levels. Teachers chose units that suited the learners' interests, which were clearly motivating and engaging for the learners. This good practice supported the learners in being able to achieve to their full potential.

Overall, the OCR *Records of Assessment and Evidence* submitted for external moderation were completed in a thorough way. Assessors were able to clearly demonstrate how the Assessment Criteria was met by the learners. The most effective records contained relevant and detailed observation statements, question/answer discussion notes and/or the learners' completed work, all of which were linked to the AC. As well as sending in detailed *Records of Assessment and Evidence*, many Centres also submitted supporting evidence, such as photographs, screenshots and written work.

## **General comments**

The learners' performance is very good across all three levels, which demonstrates the sound teaching, learning and differentiation that is taking place in centres.

### **Entry Level 1**

There are many E1 units to choose from, across all the skills areas. Centres are reminded to refer to *The Guide to Stage on Entry 1 Achievement Continuum covered by E1 units*, which identifies the most appropriate units for learners at the different stages of the Achievement Continuum. For example, a learner at Achievement Continuum Stage 4 (Supported participation) could be provided with the opportunity to achieve A02 'Engaging in new creative activities', whereas a learner at the 'Application' stage could achieve a more complex E1 unit, such as M08 'Emotional wellbeing'.

### **Entry Level 2 & 3**

There is good evidence of centres facilitating some excellent activities for learners who are studying the EL2 and EL3 units, e.g. shopping trips, visits to community facilities, planning and taking part in charity events, creating group exhibitions, preparing for stage performances, finding out about different types of work etc.

### Comments on individual units

New centres are recommended to make full use of the third column on each of the unit documents, which provides examples of the ways the assessment criteria could be met. Centres have found this section very helpful in the past.

Centres are also advised to remember that many units contain plural words/phrases in the AC. Overall, there is good evidence that centres are aware of these, but some centres do need reminding of this issue to avoid the withdrawal of any units. For example, in Unit M31 'Managing social relationships, AC 1.2 states 'Identify positive behaviours which can be used when interacting with others'. This requires the learners to identify **at least two** positive behaviours which can be used when interacting with others.

In addition, centres are reminded that all the unit AC contain command verbs. In a small number of cases, especially where centres are new to the qualifications, misinterpretation of the command words has resulted in the withdrawal of a unit. The following table clarifies the matter.

<b>Unit</b>	E02 – Caring for plant material
<b>AC</b>	AC 2.1 Work in a way that minimises risk to self and others
<b>How this may be misinterpreted</b>	The centre provides evidence that the learner can <b>identify</b> how they <b>could</b> work in a way that minimises risk to self and others e.g. the learner states 'I could make sure that gardening tools are not left on the pathway, so that trip hazards are avoided'.
<b>Exemplar evidence would be...</b>	The centre provides evidence that the learner <b>worked</b> in a way that minimised risk to self and others e.g. the assessor states 'I observed {learner's name} make sure that gardening tools were not left on the pathway, so that trip hazards were avoided. He also fastened the secateurs when they were not in use'.

### Sector update

The Life and Living Skills qualifications have been extended. The last date to make entries is now 30<sup>th</sup> June 2021.

Support materials are available for centres on the OCR website to help in the delivery of the qualifications. Please use the following link to access these:

<https://www.ocr.org.uk/qualifications/vocational-qualifications/vocational-qualifications-qcf-life-and-living-skills-entry-level-1-3/>

## About OCR

OCR (Oxford Cambridge and RSA) is a leading UK awarding body. We provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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