

Vocational Qualifications (QCF, NVQ, NQF)

Life and Living Skills

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

Moderators' report 2021/2022

About this Moderators' report

This report on the 2021/22 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 assessments.

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.

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Overview

The OCR Life and Living Skills is a comprehensive range of versatile and 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 'Arts and crafts', 'Communication', 'ICT', 'Performing arts', 'Personal skills', 'World of work', 'Horticulture', 'Media' and 'Numeracy'. Across the skills areas, over 140 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 3 (Interest) could be provided with the opportunity to achieve B02 'Providing personal information', whereas a learner at the 'Consolidation' stage could achieve a more complex E1 unit, such as M09 'Healthy living'.

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. visits to a sports centre, undertaking work experience, planning and taking part in mini-enterprise events, creating food to share with others, preparing for stage performances 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 C11 'Community action', AC 1.1 states 'Identify community groups in their local area and what they do'. This requires the learners to identify at least two community groups in their local area and identify what each community group does.

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. To clarify:

Unit	L01 – Taking part in a performance
AC	AC 2.1 - Carry out the role with focus and commitment
How this may be misinterpreted	The centre provides evidence that the learner can identify how they could carry out the role with focus and commitment, e.g., the learner states 'If I was to take part in a performance, I could show that I am enthusiastic, always concentrating and always turning up for rehearsals.'
Exemplar evidence	The centre provides evidence that the learner carried out their role in a performance with focus and commitment, e.g. the assessor states 'I observed {learner's name} taking part in the performance of Aladdin. They showed full enthusiasm in doing this. They turned up on time at every rehearsal. They listened to ideas about how to improve during the rehearsals. They concentrated at all times to ensure they were ready to carry out their role at the correct moment.'

Sector update

The Life and Living Skills qualifications have been extended. The next review date is 31 December 2025.

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