

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.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

CONTENTS

Content	Page
Overview	4
Good practice.....	4
General comments.....	4
Comments on individual units	5
Sector update.....	5

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.

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.



We'd like to know your view on the resources we produce. Click '[Like](#)' or '[Dislike](#)' to send us an auto generated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email will not be used or shared for any marketing purposes.

Looking for another resource? There is now a quick and easy search [tool to help find free resources](#) for your qualification.

OCR is part of Cambridge University Press & Assessment, which is itself a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.

Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

© OCR 2023 - You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.