

## **Functional Skills**

### **English**

Entry Level – **09495, 09496, 09497 (Unit 1, 2 and 3)**

Level 1 – **09498 (Unit 1 only)**

Level 2 – **09499 (Unit 1 only)**

## **OCR Report to Centres September 2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates 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.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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### OCR REPORT TO CENTRES

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# Functional Skills English Entry Level (Unit 1, 2 and 3), Level 1 and Level 2 (Unit 1 only)

## The qualifications and standards

- **Structure and content**

### Centre Assessment:

#### Speaking, Listening and Communication – Unit 1

The majority of centre assessors provided topics for exchanges, discussion and presentations that were interesting and motivating for the candidates. For example, 'The Life and Times of Nelson Mandela' and 'What to Put in Room 101'.

Centres submitted assessor record forms that provided detailed evidence about how the candidates met the assessment criteria (AC). Examples of what the candidates said or did were noted on the forms. In many cases, supporting evidence was submitted for moderation. Whilst this is not a requirement, it is useful for the moderation process. In a minority of instances, assessors use a 'copy and paste' method to complete SLC records. It must be stressed that individual and detailed candidate evidence is required throughout the records.

#### Reading – Unit 2

Candidates performed well in the reading assessments and the papers were overall, well marked by the centre assessors, with external moderators processing the vast majority of submissions.

#### Writing – Unit 3

Generally, there seems to be an understanding of what is required for the writing assessments. Assessors or candidates choose to either use the topics that are available to them or select to re-contextualise them and write about something of their own choice, such as 'a trip out with friends'. This is perfectly acceptable for this unit.

Occasionally, centre assessors submit work that has not met the overarching assessment requirements for the unit. For example, at Entry Level 3 – 'The candidate **MUST** write at least **four** sentences and use at least **two** conjunctions in BOTH Task A and Task B. The candidate **MUST** achieve at least **one** mark against each evidence statement in BOTH Task A and Task B. If the candidate does not achieve these overarching assessment requirements, the task is failed.' Therefore, centres are reminded to take these into consideration in their teaching and learning and assessment processes.

Overall though, assessors are good at using the mark scheme to allocate marks accurately.

### Internal Moderation:

Centres have been excellent at obtaining the signature of the internal moderator on the Centre Authentication Form as proof of internal moderation.

Whilst further evidence is not a requirement, internal moderators, have on many occasions, annotated candidate assessments and this is good practice. Some centres also provided OCR with detailed records of the internal moderation process.

**Administration/Documentation:**

Overall, centres have been very good at submitting the required documentation, ie Online Claim Sheet, Assessment Front Sheet and the Centre Authentication Form. Where any paperwork was missing it was often due to a centre or an assessor being new to the qualification.

**OCR Support and Resources:**

Centre staff are reminded that they are able to contact OCR with any assessment or administrative queries. OCR will aim to provide a prompt response.

There are exemplar SLC assessor records on the OCR website. This exemplar is useful in helping assessors to complete records in a detailed and individualised way.

There are also Sample Assessment Materials available to centres so that assessors are aware of what may be required of the candidates.

**Assessment Summary:**

Teaching and learning in centres does appear to be of a good quality meaning that candidates' work submitted to OCR has passed through the external moderation process relatively smoothly. However, centres are reminded to be mindful of the overarching assessment requirements for the writing units (U3) during the whole teaching and learning and assessment processes.

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