Life and Living Skills
Sample Learner Portfolios
December 2014

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We’d like to know your view on the resources we produce. By clicking on the ‘Like’ or ‘Dislike’ button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click ‘Send’. Thank you.
INTRODUCTION

This resource is a selection of Record of Assessment and Evidence forms for the units listed below.

A6 – Displaying an art or craft product
A8 – Making an art or craft product
B7 – Developing communication skills
D10 – Following a simple recipe
D12 – Shopping for daily living
D16 – Basic food preparation
F12 – Introduction to using ICT systems
F16 – Communicating information using ICT
K2 – Using office equipment in a business environment
M13 – Developing self
M26 – Introduction to diversity, prejudice and discrimination
N9 – Preparation for work

These forms demonstrate:
• a range of assessment methods
• some common errors
• the quality and quantity of evidence records
• ways centres could evidence assessment criteria.

The aim is to highlight how the forms should be completed and common errors that are made.

Sample learner evidence has also been provided for some of these units.

We have also written a Guide to Writing Assignments. You may find it useful to use this alongside these example portfolios.
# RECORD OF ASSESSMENT AND EVIDENCE - A6 E2

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Displaying an art or craft product</th>
<th>Entry level</th>
<th>Entry 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life &amp; Living skill area</td>
<td>Arts and Crafts</td>
<td>Credit value</td>
<td>2</td>
</tr>
<tr>
<td>OCR unit no</td>
<td>A6</td>
<td>QCF unit ref</td>
<td>K/601/9834</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centre name</th>
<th>OCR Academy</th>
<th>Centre no</th>
<th>OCR000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner name</td>
<td>Christopher Wright</td>
<td>QCF ULN</td>
<td>CW0001</td>
</tr>
</tbody>
</table>

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/learner’s work

<table>
<thead>
<tr>
<th>LO1</th>
<th>The learner will know how to exhibit an art or craft product</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>AC The learner can:</strong></td>
</tr>
<tr>
<td></td>
<td>1.1 Identify resources needed to display an art or craft product</td>
</tr>
<tr>
<td></td>
<td>1.2 Identify an area in which to exhibit an art or craft product</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2</th>
<th>The learner will be able to exhibit an art or craft product</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>AC The learner can:</strong></td>
</tr>
<tr>
<td></td>
<td>2.1 Select resources needed to present an art or craft product</td>
</tr>
<tr>
<td></td>
<td>2.2 Use selected resources to present an art or craft product</td>
</tr>
<tr>
<td></td>
<td>2.3 Exhibit an art or craft product within an appropriate area</td>
</tr>
</tbody>
</table>

**Record of Evidence**

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 2.2 – I observed Christopher putting the ‘Worlds best classical music’ CD into the CD player and press play, so that people could enjoy the music while they looked at his painting. He made sure that the volume was at an appropriate level. I also observed Christopher plug in the desk light and adjust it so that the light was shining on his painting. He certainly made sure that the atmosphere was pleasant and that people’s attention was drawn to his artwork.

AC 2.3 – I observed Christopher putting a large piece of card on the wall, adding a border and pinning up his painting. He put the work up in the middle of the main wall where people would be able to gain easy access to it.

**Observer’s name:** Rosalind Ali

**Signature:** Rosa Ali

Oops! The observer has not dated the record.

Well done! All AC are clearly linked to the evidence. The evidence is detailed and individualised.
Summary of discussion/questions and answers (if part of assessment). Summary may be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 1.1 – I asked Christopher what resources he would need to display his painting. He said ‘I will need a large piece of coloured paper and some rolls of border’.

AC 1.2 – Jerry (classroom learning assistant) asked Chris where he would like to show his painting. Chris said ‘I would like to put my painting on the wall in the quiet room’.

Outcome of activity. Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/ summary below of the work/product. You must identify where evidence links to AC.

AC 2.1 Select resources needed to present an art or craft product - see attached worksheet.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Assessor name:** Rosalind Ali

**Assessor signature:** Rosa Ali

**Date:** 14 November 2014
AC 2.1 Select resources needed to present an art or craft product

Name: Christopher Wright
Write down two resources that you needed to show your artwork.

1. I chose a calm piece of music to play while people looked at my painting.

2. I got a desk light from Ann’s office to shine onto my painting.

Well done! This is a good piece of learner work. It is clearly linked to the AC. The assessor has verified that it is the learner’s own work.

NB. English is not being assessed, so the spelling, punctuation and grammar errors are acceptable. The work is legible.

I verify that this is Christopher Wright’s own work – E. Jones

Date: XX/XX/XXXX
**Record of Assessment and Evidence - A8 E3**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Making an art or craft product</th>
<th>Entry level</th>
<th>Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life &amp; Living skill area</td>
<td>Arts and Crafts</td>
<td>Credit value</td>
<td>2</td>
</tr>
<tr>
<td>OCR unit no</td>
<td>A8</td>
<td>QCF unit ref</td>
<td>A/601/9885</td>
</tr>
</tbody>
</table>

**Centre name**

<table>
<thead>
<tr>
<th>Learner name</th>
<th>Centre no</th>
<th>QCF ULN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natoma Redhead</td>
<td>OCR000</td>
<td>NR0002</td>
</tr>
</tbody>
</table>

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)

- Observation of learner
- Questioning of learner/discussion
- Examination of product/learner’s work

<table>
<thead>
<tr>
<th>LO1</th>
<th>The learner will be able to select items needed to make an art or craft product</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1</td>
<td>Organise resources needed to make the product</td>
</tr>
<tr>
<td>1.2</td>
<td>Prepare work area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2</th>
<th>The learner will be able to make the art or craft product</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1</td>
<td>Make the art or craft product using the required materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO3</th>
<th>The learner will be able to make the art or craft product</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1</td>
<td>Work in a way that minimises risks to self and others</td>
</tr>
<tr>
<td>3.2</td>
<td>Wear the appropriate personal protective equipment (PPE)</td>
</tr>
<tr>
<td>3.3</td>
<td>Use tools and equipment safely and effectively</td>
</tr>
</tbody>
</table>

Tick

- ✔
- ✔
- ✔

The centre name section has not been completed.
Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.

I observed Natoma collecting resources needed to make a rainbow wind-chime. She laid the resources on the work area. She put out different coloured paints, sticks and coloured wool.

Natoma put newspaper on the work area to make sure that she did not get any paint on the surface. She made sure the area was clean before she started making her product.

Natoma made her rainbow wind chime by painting the sticks, attaching them to the coloured wool using screw hooks and then fixing each of them to a wooden bar.

The evidence is detailed and individualised. Plural words in the AC have been evidenced.

**Observer’s name:** Ronda Smith

**Signature:** Ronda Smith

**Date:**

The assessor has not completed the date section.

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You must identify where evidence links to AC.

I asked Natoma how she made sure that she and others were safe. She said ‘I made sure the work table was tidy, so that no-one would trip over anything and I attached the screw hooks carefully’.

I asked her if she wore any PPE and she said ‘I wore an apron and rubber gloves so that I did not get paint on my clothes or my hands’.

I asked her how she used the tools and equipment safely and effectively and she said ‘I kept the windows open because of the paint fumes. I made sure the paint dried before attaching the screw hooks to the sticks. I was careful when I attached the screw hooks so I did not hurt myself. I held the sharp point of the scissors towards myself so that I did not hurt anyone in my group’.

The evidence shows that the learner has met the AC for 3.1, 3.2 and 3.3, but the assessor has not linked it to the AC.

The evidence is detailed and individualised. Plural words in the AC have been evidenced.
Outcome of activity. Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You must identify where evidence links to AC.

AC 2.1 – Natoma made a lovely rainbow wind chime to take home and put in her garden. She used sticks, paint, screw hooks, wool and a wooden bar.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

Observer’s name: R. Smith
Signature: Ronda Smith
Date:

The detailed and individualised evidence shows that the learner met the AC. The AC has been clearly linked. Plural words in the AC have been evidenced.

The assessor has completed this section correctly.

The assessor has not completed the date section.
Sample Learner Portfolios

**Record of Assessment and Evidence - B7 E1**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Developing communication skills</th>
<th>Entry level</th>
<th>Entry 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life &amp; Living skill area</td>
<td>Communication</td>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>OCR unit no</td>
<td>B7</td>
<td>QCF unit ref</td>
<td>F/502/4317</td>
</tr>
</tbody>
</table>

| Centre name | OCR Academy | Centre no | OCR000 |
| Learner name | Zahra Khan | QCF ULN | ZK0002 |

**Record of Assessment** — This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/learner’s work

<table>
<thead>
<tr>
<th>LO1</th>
<th>The learner will listen and respond to other people</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1</td>
<td>Show understanding in his/her response to what they have heard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2</th>
<th>The learner will speak (or use other means) to communicate with other people</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1</td>
<td>Use words, signs, phrases, objects or symbols to communicate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO3</th>
<th>The learner will engage in discussion with other people</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1</td>
<td>Share ideas or preferences with others</td>
</tr>
</tbody>
</table>

**Record of Evidence**

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.

When Zahra arrived at the centre I asked her if she could take off her coat. She took off her coat and hung it on her peg. We both went into the kitchen and I then asked Zahra if she would like a drink and she nodded and pointed to the orange juice.

**Observer’s name:** Paul Smith

**Signature:** P.J. Smith

**Date:** 14 November 2014

Oops! The method of assessment boxes have not been ticked.

The AC (1.1) has not been linked to the witness/evidence statement.
Summary of discussion/questions and answers (if part of assessment). Summary may be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 2.1 – Zahra and I visited a café and I asked her what she would like to eat. Zahra said ‘I would like chocolate cake!’ She became very excited!

AC 3.1 – When we were planning a film afternoon, Zahra and Daniel talked about which film they would like to watch. Daniel wanted to watch Shrek, but Zahra wanted to watch The Lion King – she said ‘I like the songs’. They talked about what food they like to eat when they watch films at home. Zahra said ‘I love popcorn’.

Outcome of activity. Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You must identify where evidence links to AC.

Not applicable.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

Observer’s name: R. Smith
Signature: Ronda Smith
Date:

Achievement continuum stage: 10 - Application
For further details refer to E1 achievement continuum.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

Assessor name: Paul Smith
Assessor signature: P. J. Smith
Date: 14 November 2014
**Record of Assessment and Evidence - D10 E2**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Following a simple recipe</th>
<th>Entry level</th>
<th>Entry 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life &amp; Living skill area</td>
<td>Home Management</td>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>OCR unit no</td>
<td>D10</td>
<td>QCF unit ref</td>
<td>J/601/9842</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Centre name</th>
<th>OCR Academy</th>
<th>Centre no</th>
<th>OCR000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner name</td>
<td>Hattie Edwards</td>
<td>QCF ULN</td>
<td>HE0004</td>
</tr>
</tbody>
</table>

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/ learner’s work

**LO1** The learner will know how to select a simple recipe

**AC** The learner can:
1.1 Identify a simple recipe for specific food

**LO2** The learner will be able to follow a simple recipe

**AC** The learner can:
2.1 Organise ingredients for recipe
2.2 Organise equipment for recipe
2.3 Follow instructions to cook recipe
2.4 Keep kitchen clean when cooking

**LO3** The learner will know basic safety rules to ensure that food preparation is safe

**AC** The learner can:
3.1 Outline impact of not keeping kitchen clean when cooking
3.2 Identify risks when preparing food

This section has not been completed
Record of Evidence

Description of what was observed. The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 2.1 I observed Hattie looking at the recipe and finding the ingredients. She took tomato and basil sauce and mature cheddar from the fridge. She went to the store cupboard and took out a pizza base.
AC 2.2 Hattie got an oven tray from the drawer, a knife from the knife block and a chopping board from the shelf.
AC 2.3 Hattie constantly looked at the recipe to ensure that she was following the instructions carefully. She smoothed the tomato and basil sauce on the pizza base and then added her grated mature cheddar.
AC 2.4 Hattie wiped down the work surfaces throughout the cooking process and washed the equipment as she went along.

Observer’s name: Marisa Wright
Signature: M. Wright
Date: 10 November 2014

Summary of discussion/questions and answers (if part of assessment). Summary may be provided below or attached as a separate document. You must identify where evidence links to AC.

Outcome of activity. Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You must identify where evidence links to AC.

See attached sheet – evidence for AC 1.1, 3.1 and 3.2

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

Observer’s name: R. Smith
Signature: Ronda Smith
Date: 14 November 2014

AC links identified. The evidence is detailed and individualised. Plurals in the AC have been evidenced.
The observer has signed and dated the record as required.
This identifies where the evidence can be located. The AC has been linked.
This section has been completed correctly.
Name: Hattie Grace Edwards

What recipe have you chosen?
Cheddar Cheese and Tomato Pizza

What would happen if you did not keep the kitchen clean?
Diseases could spread

What two things could go wrong when preparing food?
You could cut your finger on a knife.
You could slip on a wet floor.

The words 'What two things...' ensures that the learner meets the AC fully. The AC states 'Identify risks...' which means that the learner must identify more than one risk.

The assessor has not provided verification that this is the learner's own work.

AC links provided.
AC 1.1, 3.1 and 3.2
**RECORD OF ASSESSMENT AND EVIDENCE - D12 E2**

**Unit title**  | **Shopping for daily living**  | **Entry level**  | **Entry 2**
---|---|---|---
**Life & Living skill area**  | **Home Management**  | **Credit value**  | **3**
**OCR unit no**  | **D12**  | **QCF unit ref**  | **T/601/2188**

**Centre name**  | **OCR Academy**  | **Centre no**  | **OCR000**
**Learner name**  | **Rowena Harris**  | **QCF ULN**  | **RH0005**

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/ learner's work

**LO1**  
The learner will be able to prepare for a shopping trip to buy items for daily living requirements

**AC** The learner can:
1.1 Identify items which need to be bought regularly for daily living requirements
1.2 Identify shops to be visited to buy items for daily living requirements
1.3 Decide on the order in which to visit the shops
1.4 Give reasons for choice of mode of travel to the shops
1.5 State how much money will be needed

**LO2**  
The learner will be able to buy items for daily living at the shops according to plan

**AC** The learner can:
2.1 Demonstrate appropriate behaviour while buying chosen items
2.2 Use appropriate communication skills when buying items
2.3 Pay for items using cash up to £10
2.4 Count change accurately following transactions

Oops! The method of assessment boxes have not been ticked.
Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 2.1 I observed Rowena find the till, queue up sensibly and wait to pay for items, such as teabags in the corner shop, soap in the chemist and cheese in the delicatessen.

AC 2.2 Rowena made good eye contact with the assistant in the chemist and the assistant in the post office. She made verbal requests, such as ‘How much will that be?’ and ‘Can I pay for this please.’

AC 2.3 She paid for all the items using cash up to £10. For example, she used a two-pound coin to pay for cheese and a five-pound note to pay for stamps.

AC 2.4 She estimated that she would need 50p change from paying for the cheese and £1.50 change from paying for five stamps.

**Observer’s name:** Chris Saunders

**Signature:**

**Date:** The observer has not signed or dated the record.

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 1.4 – I asked Rowena how she would travel to the shops that she had identified in AC 1.2. She stated ‘I would walk to the shops because the shops are all close by and I like walking.’

**Outcome of activity.** Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

See attached

**Observer’s name:** Brian Noonan

**Signature:** B. Noonan

**Date:** 14 November 2014

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer’s name:** Brian Noonan

**Signature:** B. Noonan

**Date:** 14 November 2014

AC links have been recorded. The evidence shows how the learner met the AC. Plurals have been taken into consideration.

The AC has been linked. The learner has clearly met the AC.

The assessor has signed and dated the record.

AC links have not been recorded.
AC 1.1, 1.2, 1.3, 1.5

My name is... Rowena Harris

Write down five items that need to be bought regularly for daily living.
1. Soap
2. Bred
3. Teabags
4. Stamps
5. Cheese

Write down the shops you need to visit to buy these items.
Chemist
Baker
Corner shop
Post office
deli

Write down the order that you need to visit the shops in.
1. Chemist
2. Post office
3. Corner shop
4. deli
5. baker

State how much money will be needed.
Soap - 1.00
Bred - 1.50
Tea - 2.00
Stamps - 3.50
Cheese - 1.50
TOTAL - 9.50 I need take £10 with me.
RECORD OF ASSESSMENT AND EVIDENCE - D16 E3

Unit title | Basic food preparation | Entry level | Entry 3
---|---|---|---
Life & Living skill area | Home Management | Credit value | 2
OCR unit no | D16 | QCF unit ref | J/600/0711

Centre name | OCR Academy | Centre no | OCR000
Learner name | Fiona Gillott | QCF ULN | FG0006

Record of Assessment – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

Method of assessment (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/ learner’s work

LO1 The learner will be able to prepare food for cold presentation or cooking

AC The learner can:
1.1 Select the correct ingredients for basic dishes
1.2 Choose the correct equipment and handle safely and hygienically
1.3 Prepare food items for cold presentation or cooking safely and hygienically
1.4 Set aside or store prepared food items ready for use according to instructions
1.5 Clean work areas and equipment safely and hygienically during and after preparing food

Record of Evidence

Description of what was observed. The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 1.2 Fiona washed her hands. Then she got a chopping board, a knife, an oven tray and a cheese grater from the store cupboard. She made sure that they were all clean before she used them. She made sure that knife was safely stored in the knife holder when not in use. She was careful not to catch her fingers on the cheese grater.

AC 1.3 Fiona washed the tomatoes, the lettuce and the potato. She chopped the tomatoes carefully with the knife and placed it back in the knife holder when it was not being used.

AC 1.5 Fiona wiped down the work surfaces during and after preparing the dishes. She wore washing up gloves to protect her hands from the hot water. She also wore gloves when she washed the cheese grater in hot water and when she washed the knife in between tasks.

Observer’s name: Jon O’Donnell
Signature: Jonathan O’Donnell
Date: 14 November

The statements provide detailed and individualised evidence to show that the learner met the AC. Plural words in the AC have been evidenced fully, eg food items. The observer has signed and dated the record.
**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

Not applicable

No discussions/questions and answers have taken place so this box has been correctly left blank.

**Outcome of activity.** Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

AC 1.1 – please see the attached work (Page 1) completed by Fiona.

AC 1.4 - please see the attached work (Page 2) completed by Fiona.

The assessor has clearly stated where the evidence can be found.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer’s name:** Zara Dashwood

**Signature:** Zara Dashwood

**Date:** 14 November 2014

The assessor has signed and dated the record.
Unit 16 - Basic food preparation

Name: Fiona Gillott               Date: XX/XX/XXXX

Write down **TWO** dishes that you are going to make.

Cheesy Jacket Potato

Chicken salad

Make a list of **ALL** of the ingredients that you will need to make these dishes.

Chees
Jacket Potato
Buter

Cooked chicken
Letuce
Tomatos

It has been made clear to the learner that ‘dishes’ and ‘ingredients’ are plural words.

English is not being assessed, so the spelling errors are acceptable. The work is legible.

There is no verification that this is the learner’s own work.
Page 1  AC 1.1 – Select the correct ingredients for basic dishes

Follow these instructions and tick the boxes when you have done the tasks.

When you have chopped the food for your salad, you must:

1. Place the food in a bowl  ✔
2. Cover the bowl with cling film  ✔
3. Place the bowl in the fridge  ✔

This is how to store salad ready for eating!

I confirm that I saw Fiona carry out the three tasks detailed above. She ticked boxes as she carried out the tasks. Well-done Fiona!

Zara Dashwood 14 November 2014

The assessor has verified the learner's work and stated that she witnessed the tasks being carried out.
Record of Assessment – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

Method of assessment (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/learner’s work

LO1 The learner will recognise the main components of ICT systems
AC The learner can:
1.1 Identify the main hardware components of ICT systems

LO2 The learner will operate an ICT system
AC The learner can:
2.1 Start up and shut down an ICT system using the correct procedures for that system
2.2 Use ICT hardware components
2.3 Use one example of removable media

LO3 The learner will understand safe and secure working practices
AC The learner can:
3.1 Operate an ICT system using recommended safe working practices
3.2 Use a password and state how you keep it secure

LO4 The learner will use a software application package
AC The learner can:
4.1 Open and close a software application
4.2 Enter data using an appropriate input device
4.3 Print from a software application
Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 2.1 - I watched Karim while he switched on the computer and logged on to the system. Later, I watched him log out and shut down the computer.

2.2 - I watched Karim while he used the different components. He used the mouse to navigate around the page and he used the keyboard to input text.

2.3 - I watched Karim saving his work (a letter) on a USB stick.

3.1 – While he was using the ICT equipment, Karim was observed using safe working practices. He made sure that cables were tidy and tucked away so that no one would trip over them. He also made sure that drinks were kept well away from the computer.

3.2 - Karim used a password to login to his email account. He told me that he keeps it secure by never telling anyone what the password is.

4.1, 4.2, 4.3 - He opened up a word document and entered data for his CV using the mouse and the keyboard. He clicked ‘control+P’ to print out his CV and he closed down the ‘word’ software.

---

**Observer’s name:** Tommy  
**Signature:** Tommy G  
**Date:**

---

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You must identify where evidence links to AC.

---

**Outcome of activity.** Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/ summary below of the work/product. You must identify where evidence links to AC.

1.1 - See attached sheet

---

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer’s name:** Tommy  
**Signature:** Tommy G  
**Date:** 14 November 2014  

---

AC links have been clearly identified. The AC has been met. Plural words in the AC have been taken into account. This is good, detailed and individualised evidence.

The observer’s first name has been provided, but both the first name and the surname are required. The date needs to be added as well.

The assessor’s first name has been provided, but both the first name and the surname are required.
1.1 – Identify the following computer hardware

The AC has been clearly linked and the evidence shows that the learner has met the AC.

This is a **KEYBOARD**

This is a **MOUSE**

This is a **MONITOR**

I confirm this is Karim’s own work. Well done Karim!

Tommy G
Assessor
## RECORD OF ASSESSMENT AND EVIDENCE - F16 E3

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Entry level</th>
<th>Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating information using ICT</td>
<td>Credit value</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life &amp; Living skill area</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
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<th></th>
<th>QCF unit ref</th>
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<tr>
<td>F16</td>
<td></td>
<td>H/502/1197</td>
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<tr>
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<th>Centre no</th>
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</thead>
<tbody>
<tr>
<td>OCR Academy</td>
<td></td>
<td>OCR000</td>
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<table>
<thead>
<tr>
<th>Learner name</th>
<th></th>
<th>QCF ULN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freddie Scarpello</td>
<td></td>
<td>FS008</td>
</tr>
</tbody>
</table>

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/ learner’s work

### LO1 The learner will follow recommended safe practices

**AC The learner can:**
1.1 Use equipment safely, eg arrange hardware, cables, adjust seating, lighting, avoid hazards, take breaks

### LO2 The learner will access email application

**AC The learner can:**
2.1 Keep information secure, eg password, PIN, keep copies safe
2.2 Open mailbox
2.3 Use input devices, eg keyboard, mouse

### LO3 The learner will create and send an email message

**AC The learner can:**
3.1 Create an email message
3.2 Enter an email address
3.3 Enter an appropriate subject
3.4 Enter text in the message area
3.5 Check meaning, accuracy and suitability of the email
3.6 Send an email
3.7 Print an email

The assessor has not completed this section.
**LO4** The learner will receive and read email messages  
**AC The learner can:**  
4.1 Open an email that has been received  
4.2 Read the email  
4.3 Print the email

**LO5** The learner will reply to an email  
**AC The learner can:**  
5.1 Prepare a reply to the received email  
5.2 Use the reply facility  
5.3 Enter text in the message area  
5.4 Check meaning, accuracy and suitability of the email  
5.5 Send the email  
5.6 Print the email

**LO6** The learner will delete an email  
**AC The learner can:**  
6.1 Find the received email  
6.2 Delete an email

**Record of Evidence**

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

AC 1.1 – Freddie made sure that he took regular breaks while using the ICT equipment. He made sure that his chair was positioned at the correct height.  
AC 2.2 & 2.3 – I observed him accessing and opening his email account. He used the mouse and keyboard to do this.  
AC 3.1 – He clicked on ‘new message’ to create an email.  
AC 3.2 & 3.3 – He entered his friends email address into the recipient box and he typed ‘Saturday’ into the subject header box.  
AC 3.4 – He entered text, into the message area, which was ‘Hi Sal, Are you free on saturday? I was wondering if you would like to go to the cinema with me? Let me know! Freddie.’  
AC 3.5 – I observed Freddie checking the email. He amended the word ‘saturday’ to give it a capital letter. ie ‘Saturday’.  
AC 3.7 – I saw him open the email that he had sent and print it out.  
AC 4.2 & 4.3 – I saw him read the email that his friend had sent to him and print it out.  
AC 5.1, 5.2, 5.3 & 5.4 – I observed Freddie click ‘reply’ to his friend’s email and enter the text into the message area.... ’Hi Sal, Can you make it at 5pm? Freddie’. I saw him check that the email was accurate, which it was.  
AC 5.5 & 5.6 – I observed Freddie click ‘send’ and send the reply and then he printed his reply email.  
AC 6.1 and 6.2 – I saw him locate the email that Sal had sent him, highlight it and click delete.

**Observer’s name:** David Hollingsworth  
**Signature:** D Hollingsworth  
**Date:** 14 November 2014

The observer has signed and dated the record. The AC has been linked well. Clear, individualised and detailed evidence has been provided to show that the has learner met the AC.
AC 2.1 – I asked Freddie how he could keep information secure. He said ‘I use a password that only I know. I never share it with anyone else’.

Outcome of activity. Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You must identify where evidence links to AC.

See sheet

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

Observer’s name: David Hollingsworth
Signature: D Hollingsworth
Date: 14 November 2014

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.
Screen shots as evidence.

I verify that these are all Freddie's work. Please note that data protection has been taken into account.

D. Hollingsworth.

<table>
<thead>
<tr>
<th>Sent Items</th>
<th>New</th>
<th>Reply</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hi Sal,
Are you free on Saturday?
I was wondering if you would like to go to the cinema with me?
Let me know!
Freddie

The assessor has removed the email addresses for data protection. This is not a requirement as all assessments are stored securely and confidentiality is always protected.

AC 3.6 – Freddie checked the email to check if it had been sent – it had!

<table>
<thead>
<tr>
<th>From:</th>
<th>Save</th>
<th>Cancel</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE: Saturday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hi Freddie,
Yes I would love to go to the cinema. What time suits you?
Sal

From: sal
To: sal
Subject: Saturday
Date: Mon 27th Oct 2014 10:40:28 -0000

Hi Sal,
Are you free on Saturday?
I was wondering if you would like to go to the cinema with me?
Let me know!
Freddie

AC 4.1 – Freddie opened an email that had been sent to him by his friend Sal.
**RECORD OF ASSESSMENT AND EVIDENCE - K2 E3**

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Using office equipment in a business environment</th>
<th>Entry level</th>
<th>Entry 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life &amp; Living skill area</td>
<td>Office Practice</td>
<td>Credit value</td>
<td>3</td>
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<tr>
<td>OCR unit no</td>
<td>K2</td>
<td>QCF unit ref</td>
<td>R/600/1098</td>
</tr>
</tbody>
</table>

**Centre name** | OCR Academy | **Centre no** | OCR000 |
| **Learner name** | Carla Waters | **QCF ULN** | CW0009 |

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/learner’s work

**LO1** The learner will know what equipment and resources are needed to carry out a range of routine office tasks

**AC The learner can:**

1.1 Select the correct equipment and/or resources from a given range

**LO2** The learner will be able to use key equipment under supervision

**AC The learner can:**

2.1 Use key equipment under supervision and following given instructions relating to

- functional requirements
- health and safety
- environmental sustainability

**Record of Evidence**

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 2.1 Observation carried out by work placement supervisor:

"Today I observed Carla using the photocopier. I told her that we needed one copy of each document. She checked the settings carefully to make sure that she did not make more copies than she needed too. I also asked Carla to shred some documents that we no longer needed. I watched her tie her hair back so that it did not get caught in the machine. She also made sure that the cables were tucked away so that no one would trip over them."

**Observer’s name:** Ray Novak

**Signature:**

**Date:**

---

*Oops! The method of assessment boxes have not been ticked*  
*Oops! The observer has not signed or date the form. All signatures must be obtained.*  
*Well done! AC Link clearly identified.*
**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

SUGGESTION: This method of assessment could have been selected as an alternative of ‘learner work’. Whereby, Carla could have been verbally asked ‘What three office tasks were you asked to do on your work placement?’ and ‘What equipment or resources did you choose so that you could complete the tasks?’ In this instance, questions and responses would have been recorded in this section.

**Outcome of activity.** Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You **must** identify where evidence links to AC.

AC 1.1 – Please see attached sheet completed by Carla

Well done! AC link clearly identified.

---

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer’s name:** J. Saunders

**Signature:** J. Saunders

**Date:**

Oops! The assessor has not dated the record.
Carla Waters completed work
This is the learner’s own work - J. Saunders, Assessor.

AC 1.1 Select the correct equipment and/or resources from a given range

Write down three office tasks you were asked to do on your work placement.

1. I was asked to do some photocopying.
2. I was asked to print out some emails.
3. Ray asked me to send some letters.

Name three types of equipment or resources that you chose to carry out the tasks.

1. I chose the copier paper from the shelf.
2. I picked a computer with a printer.
3. I found some envelopes and some stamps.
# RECORD OF ASSESSMENT AND EVIDENCE - M13 E3

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Developing self</th>
<th>Entry level</th>
<th>Entry 3</th>
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</thead>
<tbody>
<tr>
<td>Life &amp; Living skill area</td>
<td>Personal Skills</td>
<td>Credit value</td>
<td>3</td>
</tr>
<tr>
<td>OCR unit no</td>
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<td>QCF unit ref</td>
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<th>Centre no</th>
<th>OCR000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner name</td>
<td>Bruno Stefani</td>
<td>QCF ULN</td>
<td>BS0010</td>
</tr>
</tbody>
</table>

Record of Assessment – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/learner’s work

<table>
<thead>
<tr>
<th>LO1</th>
<th>The learner will be able to recognise their strengths and areas they need to develop</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>AC The learner can:</strong></td>
</tr>
<tr>
<td>1.1</td>
<td>Identify a personal strength or ability</td>
</tr>
<tr>
<td>1.2</td>
<td>Identify an area for self development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2</th>
<th>The learner will recognise how to develop themself</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>AC The learner can:</strong></td>
</tr>
<tr>
<td>2.1</td>
<td>Identify a personal skill or behaviour they need to develop</td>
</tr>
<tr>
<td>2.2</td>
<td>Agree with an appropriate person a suitable target to work towards</td>
</tr>
<tr>
<td>2.3</td>
<td>Identify who will support them in developing the identified skill or behaviour</td>
</tr>
<tr>
<td>2.4</td>
<td>Work through activities to develop the agreed skill or behaviour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO3</th>
<th>The learner will review their development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>AC The learner can:</strong></td>
</tr>
<tr>
<td>3.1</td>
<td>Carry out a simple review of the progress they have made</td>
</tr>
<tr>
<td>3.2</td>
<td>Identify what went well and what did not go so well</td>
</tr>
</tbody>
</table>

Oops! The method of assessment boxes have not been ticked.
Record of Evidence

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.

No observations have taken place so this box has been correctly left blank.

**Observer’s name:**
**Signature:**
**Date:**

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 1.1 – Rashid asked Bruno ‘What are you good at?’ Bruno said ‘I am good at talking to people and making people laugh.’

AC 1.2 – Suzie asked Bruno ‘What are you not so good at Bruno?’ He replied ‘I am rubbish at maths!’

AC 2.2 and 2.3 – I agreed with Bruno that he needs to improve his maths skills. We identified that learning and remembering ‘times tables’ would be a suitable target to work towards. Bruno said ‘my maths teacher will be able to help me and Suzie… because she is good at maths.’

All evidence has been clearly linked to the AC and shows how the AC has been met.

**Outcome of activity.** Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You must identify where evidence links to AC.

AC 2.1, 2.4, 3.1, 3.2 - see attached work

This clearly identifies where the evidence can be found for specific AC.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer’s name:**
**Signature:** F. Redhead
**Date:**
The assessor’s name and the date have not been completed.
The AC has been clearly linked and the evidence shows how the learner met the AC.

My name is Bruno Stefani.

The skill or behaviour that I need to work on is Maths.

The activities that I have completed to improve are:

I have used the Internet to learn my times tables.

I have completed worksheets with my maths teacher.

Suzie has tested me to help me remember times tables.

I think that I have made progress because...

I have learnt and can remember all of the times tables from 1x to 10x.

What went well?

I have enjoyed working on my times tables and my maths is getting better.

What did not go so well?

Sometimes Suzie got annoyed with me when I couldn't remember some of the times tables.

The assessor has not verified that this is the learner's own work.
## RECORD OF ASSESSMENT AND EVIDENCE - M26 E3

<table>
<thead>
<tr>
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<th>Introduction to diversity, prejudice and discrimination</th>
<th>Entry level</th>
<th>Entry 3</th>
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</thead>
<tbody>
<tr>
<td>Life &amp; Living skill area</td>
<td>Personal Skills</td>
<td>Credit value</td>
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</tr>
<tr>
<td>OCR unit no</td>
<td>M26</td>
<td>QCF unit ref</td>
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<tbody>
<tr>
<td>Learner name</td>
<td>QCF ULN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/ learner’s work

<table>
<thead>
<tr>
<th>LO1</th>
<th>The learner will be able to recognise that there are differences and similarities between people</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1</td>
<td>Give two examples of differences between people, eg in food, fashion or music</td>
</tr>
<tr>
<td>1.2</td>
<td>Give two examples of similarities between people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO2</th>
<th>The learner will be able to recognise prejudice and how it occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>2.1</td>
<td>State briefly what is meant by prejudice</td>
</tr>
<tr>
<td>2.2</td>
<td>Give two examples of prejudice</td>
</tr>
<tr>
<td>2.3</td>
<td>Give two reasons why a person might become prejudiced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO3</th>
<th>The learner will be able to recognise discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>3.1</td>
<td>Give two examples of discrimination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LO4</th>
<th>The learner will know that discrimination of different kinds is illegal</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>The learner can:</td>
</tr>
<tr>
<td>4.1</td>
<td>Name two laws that are designed to prevent discrimination</td>
</tr>
</tbody>
</table>
**Record of Evidence**

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You **must** identify where evidence links to AC.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This box is blank, as observations have not been used to assess the learner.</td>
</tr>
</tbody>
</table>

**Observer’s name:**
Signature:  
Date:  

**Summary of discussion/questions and answers** (if part of assessment). Summary may be provided below or attached as a separate document. You **must** identify where evidence links to AC.

<table>
<thead>
<tr>
<th>AC 2.3 – Zac talked to Sofia about prejudice. He said that ‘people can be prejudiced when they feel jealous or if they are treated badly by an other person.’</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is good evidence that is clearly linked to the AC.</td>
</tr>
</tbody>
</table>

**Outcome of activity.** Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/ summary below of the work/product. You **must** identify where evidence links to AC.

<table>
<thead>
<tr>
<th>See attached sheet (AC 1.1, 1.2, 2.1, 2.2, 3.1, 4.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This clearly identifies where the evidence can be found for specific AC.</td>
</tr>
</tbody>
</table>

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

**Observer’s name:** Brenda Howell  
**Signature:** B Howell  
**Date:** 14 November 2014  
This has been signed and dated by the named assessor.
Name: Zac Mayall

This is an excellent piece of work Zac! Your written English is very good. B.H.

1.1 Give two examples of differences between people.
1. People like different types of music. Some people really like pop music, but some people prefer indie music.
2. People like watching different sports. Some people like football and some people like rugby.
  Well done Zac – you listened well in class! B.H.

1.2 Give two examples of similarities between people.
1. People like the same hobbies. Peter likes fishing and so does Ella.
2. People like the same fashion. Jez likes to wear designer jeans and so does Ben.
  Excellent work Zac – you have really researched the similarities in our classroom. B.H.

2.1 State what is meant by the term ‘prejudice’.
Prejudice means prejudging. It means that person is biased and has an opinion about something based on his or her own feelings. Fabulous – you used the Internet well! B.H.

2.2 Give two examples of ‘prejudice’.
Some parents are not happy if their child wants to marry someone who belongs to a different religion.
Sometimes people think that if you are scruffy then you must be taking drugs.
  You paid attention when we watched the video! B.H.

3.1 Give two examples of ‘discrimination’.
When someone in a wheelchair wants to get on a bus – but there is no ramp to allow him or her to get on.
When a woman gets paid less than a man for doing the same job. Good work! B.H.

4.1 Write down two laws that are in place to stop discrimination.
Human Rights Act 1998
Disability Discrimination Act 2005  You are absolutely right Zac! B.H.
## RECORD OF ASSESSMENT AND EVIDENCE - N9 E2

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Preparation for work</th>
<th>Entry level</th>
<th>Entry 2</th>
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<td>World of Work</td>
<td>Credit value</td>
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<tr>
<td>Learner name</td>
<td>Horst Atkins</td>
<td>QCF ULN</td>
<td>HA0012</td>
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**Record of Assessment** – This form must be completed and submitted with other appropriate types of assessed evidence. Achievement of each of the assessment criteria (AC) in the unit must be evidenced.

**Method of assessment** (please indicate as appropriate)
- Observation of learner
- Questioning of learner/discussion
- Examination of product/learner’s work

**LO1** The learner will recognise the skills and qualities needed for working life

AC The learner can:
1.1 Identify some personal skills and qualities which employees need
1.2 Identify their own personal skills and qualities

**LO2** The learner will recognise personal career opportunities

AC The learner can:
2.1 Identify a suitable job role which interests them
2.2 Provide key personal information needed to apply for such a job role

**Record of Evidence**

**Description of what was observed.** The observation statement can either be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 2.1 - I observed Horst find out about jobs. He likes using ICT so he looked on the Internet. He printed out four job roles, which were as follows: Joiner, Cleaner, Nurse and Waiter. He said he would like to be a joiner because he is good at maths.

**Observer’s name:** Ben Dudley

**Signature:** B Dudley

**Date:** 14 November
Sample Learner Portfolios

Summary of discussion/questions and answers (if part of assessment). Summary may be provided below or attached as a separate document. You must identify where evidence links to AC.

AC 1.1 - Horst took part in a discussion with Shelley and Jing. The topic was ‘What skills and qualities do employees need’. Horst said ‘Workers need to be able to use a computer and be able to talk to people. They also need to be honest and reliable.’

Outcome of activity. Proof of learner’s work (eg photograph of large item, or of drama production), or outcome of learners work (eg email sent by learner) should be submitted with this form. Please provide a brief description/summary below of the work/product. You must identify where evidence links to AC.

AC 1.1 Please attached see photograph of Horst taking part in the discussion.

AC 1.2 See poster of ‘My skills and Qualities’ and ‘Personal information needed to apply for a job’ sheet.

I confirm that the learner has achieved the Learning Outcome(s) and met the Assessment Criteria evidence requirements for this unit.

Observer’s name: Adam Hussain
Signature: A Hussain
Date: 14 November 2014

Well done! – Plural words (skills and qualities) have been taken into consideration. Evidence covers two skills and two qualities.

ADVICE: This is not needed. It is an ‘extra’ piece of evidence that does not relate to the AC. Only evidence that demonstrates the learner has met the AC needs to be submitted.

Well done! – All AC have been clearly linked. Well done! – Observers and Assessors have signed and dated the form and confirmed that work was completed by the learner.
Photograph of Horst taking part in the discussion (AC 1.1)

ADVICE: This is not needed. It is an ‘extra’ piece of evidence that does not relate to the AC. Only evidence that demonstrates the learner has met the AC needs to be submitted.
AC 1.2 Identify own personal skills and qualities

My Skills and Qualities Poster
By Horst Atkins

I can use ICT.
I am good at Maths.

I work hard.
I am friendly.
AC 1.2 Identify own personal skills and qualities
AC 2.2 Provide key personal information needed to apply for a job role

Personal information needed to apply for a job

Job: Joiner

Name: Horst Atkins

Address: 1 Green Street
         Bath
         BX12 7WW

Skills and qualities: I am good at maths and ICT.
I am friendly. I work hard.

This work was completed by Horst Atkins - A Hussain,
14 November 2014

Well done! – Plural words (skills and qualities) have been taken into consideration. Evidence covers two skills and two qualities.
Contact us
Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

Telephone: 02476 851509
Email: vocational.qualifications@ocr.org.uk