



EMPLOYABILITY SKILLS

10399, 10400, 10401, 10402, 10403, 10404

LEVEL 2

UNIT 17 – ADAPT PERSONAL INFORMATION
FOR EMPLOYERS

DELIVERY GUIDE

June 2015

INTRODUCTION

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INTRODUCTION

This Delivery Guide and Plan has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide and Lesson Element **MUST NOT** be used for assessment purposes.

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

| Learning Outcome | Activity Title | Links to Assessment Criteria in this unit | Mapped to Cambridge Progression English Level 2 unit(s) |
|--|---|---|--|
| 1 Understand the importance of providing personal information to employers | 1 - Personal Information Quiz | 1.1 | 5439 - Construct simple sentences LO2 5442 - Plan and adapt texts LO1 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |
| | 2 - Lucky Dip | 1.2 | 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |
| | 3 - What can happen if you give out personal information? | 1.4 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5434 - Interpret meaning in sentences in complex texts LO1, LO2 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |
| 2 Be able to communicate with employers verbally in different situations | 1 - Making a formal telephone call | 2.1 | 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |
| | 2 - Face to face requests | 2.1 | 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |
| | 3 - Conquering interview nerves | 2.1 | 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

| Learning Outcome | Activity Title | Links to Assessment Criteria in this unit | Mapped to Cambridge Progression English Level 2 unit(s) |
|---|--|---|---|
| 3 Be able to communicate with employers in writing in different formats | 1 - Adapting an application form | 3.1 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5439 - Construct simple sentences LO1, LO2, LO3, LO4 |
| | 2 - What is needed on a covering letter? | 3.2 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5439 - Construct simple sentences LO1, LO2, LO3, LO4 |
| | 3 - Why must I adapt my CV? | 3.4 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5439 - Construct simple sentences LO1, LO2, LO3, LO4 |
| 4 Understand how to present personal achievements for the job market | 1 - Develop a questionnaire | 4.1, 4.2 | 5442 - Plan and adapt texts LO1 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |
| | 2 - Making presentations fun! | 4.1, 4.2 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |
| | 3 - Plan a presentation of personal achievements | 4.2, 4.2 | 5442 - Plan and adapt texts LO1 |

LINKS TO CAMBRIDGE PROGRESSION UNIT(S)

| Learning Outcome | Activity Title | Links to Assessment Criteria in this unit | Mapped to Cambridge Progression English Level 2 unit(s) |
|--|--|---|---|
| 5 Understand how to reflect on own verbal and written skills | 1 - Identifying verbal strengths and weaknesses | 5.1, 5.2 | 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |
| | 2 - Identifying written strengths and weaknesses | 5.1, 5.2 | 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |
| | 3 - Making an Action Plan | 5.1, 5.2 | 5439 - Construct simple sentences LO1, LO2, LO3, LO4 5442 - Plan and adapt texts LO1 |

UNIT 17 – ADAPT PERSONAL INFORMATION FOR EMPLOYERS

Guided learning hours : 30

Credit value: 3

PURPOSE OF THE UNIT

The unit will provide learners with understanding of how personal information is required for employment, the methods of presenting and adapting the information and the associated risks when giving out personal information. Learners will be able to communicate personal information in a range of situations, both face to face and in writing. Learners will be able to present evidence of personal achievements in different formats and reflect on their skills when presenting personal information to plan improvement for prospective employers.

| Learning Outcome The learner will: | Assessment Criteria The learner can: | Teaching Content ie – must be covered eg – suggestions for coverage |
|--|---|--|
| 1 Understand the importance of providing personal information to employers | 1.1 Identify the types of personal information required by employers for a specific job | Personal information needed by the employers of the identified job, eg <ul style="list-style-type: none"> • personal contact details • education and specific qualifications • National Insurance number • relevant work experience with dates • references • personal qualities and interests • bank details • proof of identity. |
| | 1.2 Explain why different types of personal information are needed | Why information is needed, eg <ul style="list-style-type: none"> • to prove identity • right to work in UK • to keep personnel records up to date • to meet legal requirements • to ensure salary can be paid • to have contact details. |
| | 1.3 Explain the impact of not providing personal information | The impact of not providing information, eg <ul style="list-style-type: none"> • employment refused • employment rights denied • health and safety issues • not being paid. |

| Learning Outcome The learner will: | Assessment Criteria The learner can: | Teaching Content ie – must be covered eg – suggestions for coverage |
|--|--|--|
| | 1.4 Explain the risks associated with giving out personal information | <p>The risks associated with giving out personal information of self or others, eg</p> <ul style="list-style-type: none"> • confidentiality • personal information can change or be lost • permission to share not always requested • identity theft. |
| 2 Be able to communicate with employers verbally in different situations | 2.1 Demonstrate how to communicate personal information in a range of situations | <p>Communicating in a range of situations. ie communicating verbally personal information using the telephone, face to face and in group situations, eg</p> <ul style="list-style-type: none"> • asking formal questions • responding to questions • demonstrating appropriate skills and techniques. <p>The situations may be real or simulated.</p> <p>Situations should be chosen to ensure that personal information can be provided.</p> |
| 3 Be able to communicate with employers in writing in different formats | 3.1 Complete an application form for a specific job | <p>The application form may be in any suitable format, eg following instructions accurately, all sections completed.</p> |
| | 3.2 Produce a covering letter for an application for a specific job | <p>The covering letter must support an application for a specific job in any suitable format.</p> <p>eg</p> <ul style="list-style-type: none"> • formal letter writing format • why they want the job • what relevant experience they have • why they should be considered for the job. |

| Learning Outcome The learner will: | Assessment Criteria The learner can: | Teaching Content ie – must be covered eg – suggestions for coverage |
|--|---|---|
| | 3.3 Produce a curriculum vitae (CV) that can be adapted for specific jobs | A template may be provided. ie <ul style="list-style-type: none"> • personal and contact details • education and training • reference details. eg <ul style="list-style-type: none"> • qualifications • skills or personal attributes • work experience. |
| | 3.4 Explain why documentation must be adapted for specific jobs | A CV must be adapted when applying for different types of jobs, eg <ul style="list-style-type: none"> • emphasis on different skills or personal attributes for different jobs • show knowledge of specific jobs • show an interest in specific jobs • factory job needs different skills to a care workers job. |
| 4 Understand how to present personal achievements for the job market | 4.1 Identify different ways to present evidence of personal achievements | Methods used to present evidence of personal achievements. eg <ul style="list-style-type: none"> • IT • audio/video • photography • portfolios • posters • witness statements • letters. |
| | 4.2 Give a presentation of personal achievements | Presentation may be verbal or visual, eg <ul style="list-style-type: none"> • a portfolio of art work • photos of hobbies • posters/displays • letters • certificates. |

| Learning Outcome The learner will: | Assessment Criteria The learner can: | Teaching Content ie – must be covered eg – suggestions for coverage |
|--|---|--|
| | 4.3 Explain why presentation of personal achievements is important | Presentation as part of promoting oneself for different jobs and roles, eg <ul style="list-style-type: none"> • showing employers softer skills as well as skills specific to job role • attracting attention of future employers • standing out from other applicants • ensuring that personal achievements are recognised by prospective employers. |
| 5 Understand how to reflect on own verbal and written skills | 5.1 Evaluate own written and verbal skills when presenting personal information | An evaluation of strengths and weaknesses, eg <ul style="list-style-type: none"> • self-evaluation • peer review • requesting feedback. |
| | 5.2 Recommend ways to improve written and verbal skills for the future | Ways of improving skills, eg <ul style="list-style-type: none"> • researching good practice • attending courses • reading useful texts • listening to advice • acting upon constructive feedback • using support effectively • focussing on details. |

LEARNING OUTCOME 1 – UNDERSTAND THE IMPORTANCE OF PROVIDING PERSONAL INFORMATION TO EMPLOYERS

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|--|---|
| 1 Understand the importance of providing personal information to employers | 1.1 Identify the types of personal information required by employers for a specific job |
| | 1.2 Explain why different types of personal information are needed |
| | 1.3 Explain the impact of not providing personal information |
| | 1.4 Explain the risks associated with giving out personal information |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|-----------------------------|---|-------------------|------------------------------|--|
| 1 Personal Information Quiz | Learners could be given the task of preparing a quiz on the type of information required by employers. For advice on quizzes use the following website - https://www.onlinequizcreator.com . The learners could prepare multiple choice questions which should include personal information required by employers such as National Insurance number and distracters such as NHS number. Once a ten step quiz had been prepared learners should try it out on a friend to see if it works. At this stage any corrections could be made before trying the quiz with a larger group. | 1 hour | 1.1 | 5439 - Construct simple sentences LO2 5442 - Plan and adapt texts LO1 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |
| 2 Lucky Dip | The teacher could prepare cards with different items of personal information required by an employer. The learners could be asked to pick a card and give a full explanation to the group about why this information would be required by an employer. Each member of the group could be asked to contribute and to make a note of anything they think has been omitted. At the end of the activity the group should discuss the explanations given and share ideas on any omissions. | 45 minutes | 1.2 | 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|---|---|-------------------|------------------------------|--|
| 3 What can happen if you give out personal information? | Learners could be set the challenge of finding out about the risks of giving out personal information. Using the internet or old copies of newspapers learners could search for examples of what can go wrong when personal information falls into the wrong hands. Learners could collect cuttings or print outs to share with the group and discuss. The teacher could then provide an example for the group to read and discuss ideas on how to avoid such situations. | 45 minutes | 1.4 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5434 - Interpret meaning in sentences in complex texts LO1, LO2 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |

LEARNING OUTCOME 2 – BE ABLE TO COMMUNICATE WITH EMPLOYERS VERBALLY IN DIFFERENT SITUATIONS

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|--|--|
| 2 Be able to communicate with employers verbally in different situations | 2.1 Demonstrate how to communicate personal information in a range of situations |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|----------------------------------|--|-------------------|------------------------------|--|
| 1 Making a formal telephone call | Learners could be set the task of making a formal telephone call to a potential employer asking for a job application pack to be sent to them. The teacher could provide a prompt reminding the learner of the questions they could use. The learner should be encouraged to make notes that will help them respond. The learner should pass on their name and contact details to the employer in order that the application pack can be sent to them. Following the call the teacher could ask the learner to give feedback on what they found difficult and how they could improve this next time. | 30 minutes | 2.1 | 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |
| 2 Face to face requests | Learners could be set the task of requesting formal information in a face to face situation. The teacher could suggest that the learner visit a potential employer to ask if they have any job vacancies. The learner could then follow this up with a request for further information or by asking the potential employer to let them know if any vacancies become available. The learner would then need to provide their name and contact details. The learner could evaluate how easy or difficult they found this and whether they thought it was a strategy that would be useful in finding a job. | 30 minutes | 2.1 | 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|-------------------------------|---|-------------------|------------------------------|--|
| 3 Conquering interview nerves | Learners could be asked to research some techniques for conquering interview nerves. They could be given the following website (or printouts from it) as a starting point- http://www.jobs.ac.uk/careers-advice/interview-tips/2320/conquering-interview-nerves . Learners could be asked to write down a list of things they could do before, during and after an interview that may help to conquer nerves. The group could then share and discuss their findings. Each learner could then highlight those that they think would be the most useful to them. | 45 minutes | 2.1 | 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |

LEARNING OUTCOME 3 – BE ABLE TO COMMUNICATE WITH EMPLOYERS IN WRITING IN DIFFERENT FORMATS

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|---|---|
| 3 Be able to communicate with employers in writing in different formats | 3.1 Complete an application form for a specific job |
| | 3.2 Produce a covering letter for an application for a specific job |
| | 3.3 Produce a curriculum vitae (CV) that can be adapted for specific jobs |
| | 3.4 Explain why documentation must be adapted for specific jobs |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|--|--|-------------------|------------------------------|--|
| 1 Adapting an application form | Learners could be provided with sample job application documentation which has errors in it that they need to identify, such as spelling, punctuation and layout etc. The learners could analyse the documents and write a list of the negatives that these errors may create for an organisation when deciding which potential candidates to invite for interview. The learners could then be asked to complete a blank copy of the same application form ensuring that it is error free and adapting it to provide their own personal information. Working in pairs learners could then check the applications forms for any errors. | 1 hour | 3.1 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5439 - Construct simple sentences LO1, LO2, LO3, LO4 |
| 2 What is needed on a covering letter? | Learners could be asked to identify a job that would suit them either from the newspaper, the job centre or the internet. They could then be asked to discuss writing a covering letter for the job with a partner. Together they could make a list of what needs to be included on a covering letter. They could do some research for ideas starting with job centre information or job websites. The type of information will depend upon whether they are applying for a first job or a subsequent job. The pairs could share their list of ideas with the rest of the group. | 45 minutes | 3.2 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5439 - Construct simple sentences LO1, LO2, LO3, LO4 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|---------------------------|--|-------------------|------------------------------|--|
| 3 Why must I adapt my CV? | Learners could be given copies of two CV's, one should be a brief general one and the other a more detailed one aimed at a specific job. Learners could then be asked to analyse the two documents and give reasons why one is more effective for the specific job than the other. They could write down their reasons and play the role of the employer deciding which candidate they think would be more able to do the job and why. The group could then discuss and identify the key reasons why a CV must be adapted for specific jobs. | 40 minutes | 3.4 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5439 - Construct simple sentences LO1, LO2, LO3, LO4 |

LEARNING OUTCOME 4 – UNDERSTAND HOW TO PRESENT PERSONAL ACHIEVEMENTS FOR THE JOB MARKET

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|--|--|
| 4 Understand how to present personal achievements for the job market | 4.1 Identify different ways to present evidence of personal achievements |
| | 4.2 Give a presentation of personal achievements |
| | 4.3 Explain why presentation of personal achievements is important |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|-----------------------------|---|-------------------|------------------------------|---|
| 1 Develop a questionnaire | Learners could be asked to work in pairs to develop a questionnaire about presentations. Together they could prepare questions to ask others about their experiences of presentations. Examples could be – Do you like giving presentations? Do you like watching presentations? How long do you think a presentation should be? Once the questionnaire is prepared the learners could use it to obtain information about people's views of presentations in general. The group could then analyse and discuss their findings. | 1 hour | 4.1, 4.2 | 5442 - Plan and adapt texts LO1 5447 - Speak to communicate information, ideas and opinions LO1, LO2, LO3 5725 - Listen to and respond in a constructive manner LO1, LO2, LO3 |
| 2 Making presentations fun! | Learners could be asked to identify ways of making a presentation fun. They could use a variety of different ways to gather their ideas – researching the internet, asking staff or family or from their own experience. The teacher could ask the learners once they have done their research to come up with 5 top tips that will make a presentation more fun to those who are listening. The group could then compare their 5 top tips and discuss whether they could incorporate any of the ideas into their own presentation. | 45 minutes | 4.1, 4.2 | 5429 - Read for implied purpose and meaning LO1, LO2, LO3, LO4 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|--|---|-------------------|------------------------------|---|
| 3 Plan a presentation of personal achievements | Learners could be asked to collate evidence of their personal achievements and plan a method of presenting it to others. The presentation method will depend on the type of achievements the learner has collated. For those with art work a visual presentation may be best but for others a power point presentation may be preferred. The learners should show in their planning how they intend to present their achievements and include details of what needs to be done. The teacher could ask the learner to produce a plan with a timescale showing when they would be ready to present their personal achievements. | 1 hour | 4.1, 4.2 | 5442 - Plan and adapt texts LO1 |

LEARNING OUTCOME 5 – UNDERSTAND HOW TO REFLECT ON OWN VERBAL AND WRITTEN SKILLS

| Learning Outcome The learner will: | Assessment Criteria The learner can: |
|--|---|
| 5 Understand how to reflect on own verbal and written skills | 5.1 Evaluate own written and verbal skills when presenting personal information |
| | 5.2 Recommend ways to improve written and verbal skills for the future |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|--|---|-------------------|------------------------------|---|
| 1 Identifying verbal strengths and weaknesses | In pairs, learners could discuss how well they think they are at presenting information verbally. The teacher could then ask each learner to assess their partner and write down their strengths and weaknesses. They may identify things like – speaks too quietly, does not look at the audience or speaks confidently. Once both partners have done this they could exchange notes and consider what their partner has identified to see if they agree. Each learner could then share one strength and one weakness their partner identified with the group. | 45 minutes | 5.1, 5.2 | 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |
| 2 Identifying written strengths and weaknesses | In pairs, learners could discuss how well they think they are at providing written information. The teacher could then ask each learner to assess their partner and write down their strengths and weaknesses. They may identify things like – clear handwriting, not good at spelling or find punctuation hard. Once both partners have done this they could exchange notes and consider what their partner has identified to see if they agree. Each learner could then share one strength and one weakness in their written skills that their partner identified with the group. | 45 minutes | 5.1, 5.2 | 5450 - Manage discussions LO1, LO2, LO3, LO4, LO5 |

| Suggested content | Suggested Activities | Suggested timings | Links to Assessment Criteria | Mapped to Cambridge Progression English Level 2 units |
|-------------------------|--|-------------------|------------------------------|---|
| 3 Making an action plan | <p>The teacher could share an example of an action plan with the group identifying the key features using the following website - http://www.wikihow.com/Create-an-Effective-Action-Plan</p> <p>The learners could then be asked to use information collected about their strengths and weaknesses to develop their own action plan. They might add things like – improve spelling by learning how to spell a new key word each weekday for 4 weeks or practise speaking to a group through giving a talk about my holiday. The teacher could then ask learners to review their action plans to ensure that their targets are achievable and to refer to them on a regular basis.</p> | 1 hour | 5.1, 5.2 | 5439 - Construct simple sentences LO1, LO2, LO3, LO4 5442 - Plan and adapt texts LO1 |



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