

Vocational Qualifications

Life and Living Skills - Entry Level 1-3 - 10160-10172, 10181-10183

Moderators' report 2023/2024

About this Moderators' report

This report on the 2023/24 assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future assessments.

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

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Overview

OCR Life and Living Skills is a comprehensive range of versatile and adaptable, credit-based 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', 'Home management', '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.

There is a range of qualification sizes worth 2 credits and upward. The approach of on-demand certificates is useful for motivating learners and recognising achievement, especially if teaching and learning plans require flexibility.

The qualifications available from Entry Level 1 to Entry Level 3 are:

- Introductory Award
- Award
- Extended Award
- Certificate
- Extended Certificate
- Diploma

General comments

The learners' performance is very good across all three entry 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 1 (Encounter) could be provided with the opportunity to achieve F06 'Responding to ICT enabled equipment', whereas a learner at Achievement Stage 9 (Consolidation) could achieve a more complex E1 unit, such as N05 'Preparation for work'.

Entry Level 2 and 3: There is good evidence of centres facilitating some excellent and engaging activities for learners who are studying the EL2 and EL3 units, e.g. visits to shopping facilities, creating and exhibiting artwork, planning and creating interesting garden spaces, creating food to share at events, manufacturing products, such as small bookcases, stools, cakes, etc.

Comments on individual units

New and existing 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 A7 'Designing an art or craft product', AC 1.1 states 'Use sources of information to find ideas for an art or craft product'. This requires the learners to use at least two sources of information to find at least two

ideas for an art or craft product e.g. an internet site and a magazine to help with two or more ideas, such as colours that could be used or materials that could be used.

In addition, centres are reminded that the units' assessment criteria contain command verbs. In a 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	E3 – Preparing and planting a site
AC	AC 3.1 Work in a way that minimises risks to self and others
How this may be misinterpreted	The centre provides evidence that the learner can identify <u>how</u> they <u>could</u> work in a way that minimises risk to self and others, e.g. the learner states 'If I was at work as a gardener, I <u>would</u> wear suitable footwear and not leave tools and equipment lying across a pathway. I <u>would</u> also follow instructions carefully.'
Exemplar evidence	The centre provides evidence that the learner worked in a way that minimised risk to themselves and others, e.g. the assessor states 'I observed {learner's name} working in a way that minimised risk to themselves and to others. They followed instructions to dig up weeds carefully. They did not leave the spade and fork lying across any pathways. They kept at a safe distance from others when using all gardening tools. They wore gloves and suitable footwear.'

Sector update

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

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