

Vocational Qualifications

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

Moderators' report 2024/2025

About this Moderators' report

This report on the 2024/25 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.



About our new name

As of September 2025, our name is Cambridge OCR.

Students who sat an exam **in summer 2025** will receive a Cambridge OCR branded exam certificate (our new brand), which will be the same for all future exam series. You'll continue to see the OCR or Oxford Cambridge and RSA Examinations name while we work to update our material to our new name, Cambridge OCR. This will take some time, and you can still access all up-to-date qualification resources and materials via [Teach Cambridge](#).

Important: We'll keep the OCR/Oxford Cambridge and RSA name on existing teaching resources while the content of these remains applicable to the specification being taught. **New and refreshed** resources will be produced using the Cambridge OCR name/logo.

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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', 'Environment and community', '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 are 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 M04 'Using interpersonal skills to contribute to positive relationships', whereas a learner at Achievement Stage 10 (Consolidation) could achieve a more complex EL1 unit, such as M08 'Emotional wellbeing' or M09 'Healthy living'.

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. travelling around using public transport, rehearsing and taking part in a class performance, accessing sports facilities to improve mental and physical health, recycling items to help the environment, and using ICT to develop creative compositions, such as posters for an enterprise project.

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 D14 'Household cleaning', AC 1.1 states 'Identify areas that need cleaning'. This requires the learners to identify at least two areas for cleaning, e.g. kitchen, bathroom, living room, bedroom, etc. This could be through discussion about the areas they clean at home or the different rooms they have at home. They could create a straightforward list of rooms that need cleaning or use a floor plan to identify areas.

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 – Contribute to the manufacturing of a product
AC	AC 1.2 Follow instructions to carry out a task that contributes to the final product
How this may be misinterpreted	The centre provides evidence that the learner can identify <u>what</u> instructions they <u>could</u> follow to carry out a task that contributes to the final product, e.g. the learner states: 'If I was helping to make a wooden stool, I <u>could</u> follow the written instructions provided or I <u>could</u> follow the verbal instructions provided by my tutor. I <u>could</u> also follow instructions with sequenced images.'
Exemplar evidence	The centre provides evidence that the learner followed instructions to carry out a task that contributes to the final product, e.g. the assessor states: 'I observed [learner's name] following written instructions. They followed these instructions to cut a piece of wood carefully to make one of the legs for a stool. They also followed verbal instructions to sand down the stool leg so that it was smooth.'

Sector update

The Life and Living Skills qualifications have been extended. The next review date is 31 December 2028.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

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