

Cambridge
PROGRESSION

Life SKILLS

CAMBRIDGE PROGRESSION ENGLISH AND MATHEMATICS AND LIFE AND LIVING SKILLS

A PROJECT APPROACH TO DELIVERY –
MOVING TOWARDS RETIREMENT
(SUPPORTING PEOPLE TO EXPLORE HOW TO USE THEIR
LEISURE TIME AND HAVE A HEALTHY LIFESTYLE)

VERSION 1

The
Manchester
College®



OCR
Oxford Cambridge and RSA



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INTRODUCTION

The purpose of this guide is to give you an overview of how you could holistically deliver a range of units from the following OCR qualifications.

- **Cambridge Progression English Entry Level 3**
- **Cambridge Progression Maths Entry Level 3**
- **Life and Living Skills Entry Level 3**

When delivering any qualification it is always useful to be able to look at the full range of units selected and consider how they are or could be linked together – a holistic approach.

A holistic approach will provide you with a structured plan to teach the learners how a range of topics work together across a number of units, providing them with some understanding of how skills and knowledge link together in a working environment.

This project enables the delivery and facilitation of learning of the following units by setting a range of activities (see table below). The English and maths underpinning skills have been contextualised within the activities.

Cambridge Progression English Entry Level 3

Unit		In activity
Entry Code 5427	Read for purpose and meaning in straightforward continuous texts	3, 4, 5, 6, 8 
Entry Code 5448	Contribute to discussions	1, 2, 3, 9 

Cambridge Progression Maths Entry Level 3

Unit		In activity
Entry Code 5750	Read and measure time, distance, weight, capacity, length and temperature	3, 4, 5, 7, 9, 10 

Life and Living Skills Entry Level 3

Unit		In activity
Unit A8 (Arts and Crafts)	Making an art or craft product	10
Unit M27 (Personal Skills)	Healthy living	6, 8, 9
Unit M29 (Personal Skills)	Making the most of leisure time	2, 3, 5, 9



Tutors will need to explicitly deliver the new skills and knowledge that the learners will need for each activity either before or during the activity.

Learners may need extra learning practice of the new skills and knowledge before, during or after each activity to ensure each learner is secure in that skill.

This project can be delivered collaboratively between a number of different specialist tutors.

By the end of this project, and if the learner has successfully worked through all the activities, they should have generated sufficient evidence to be able to achieve the units above.

Opportunities for English and Maths Skills Development

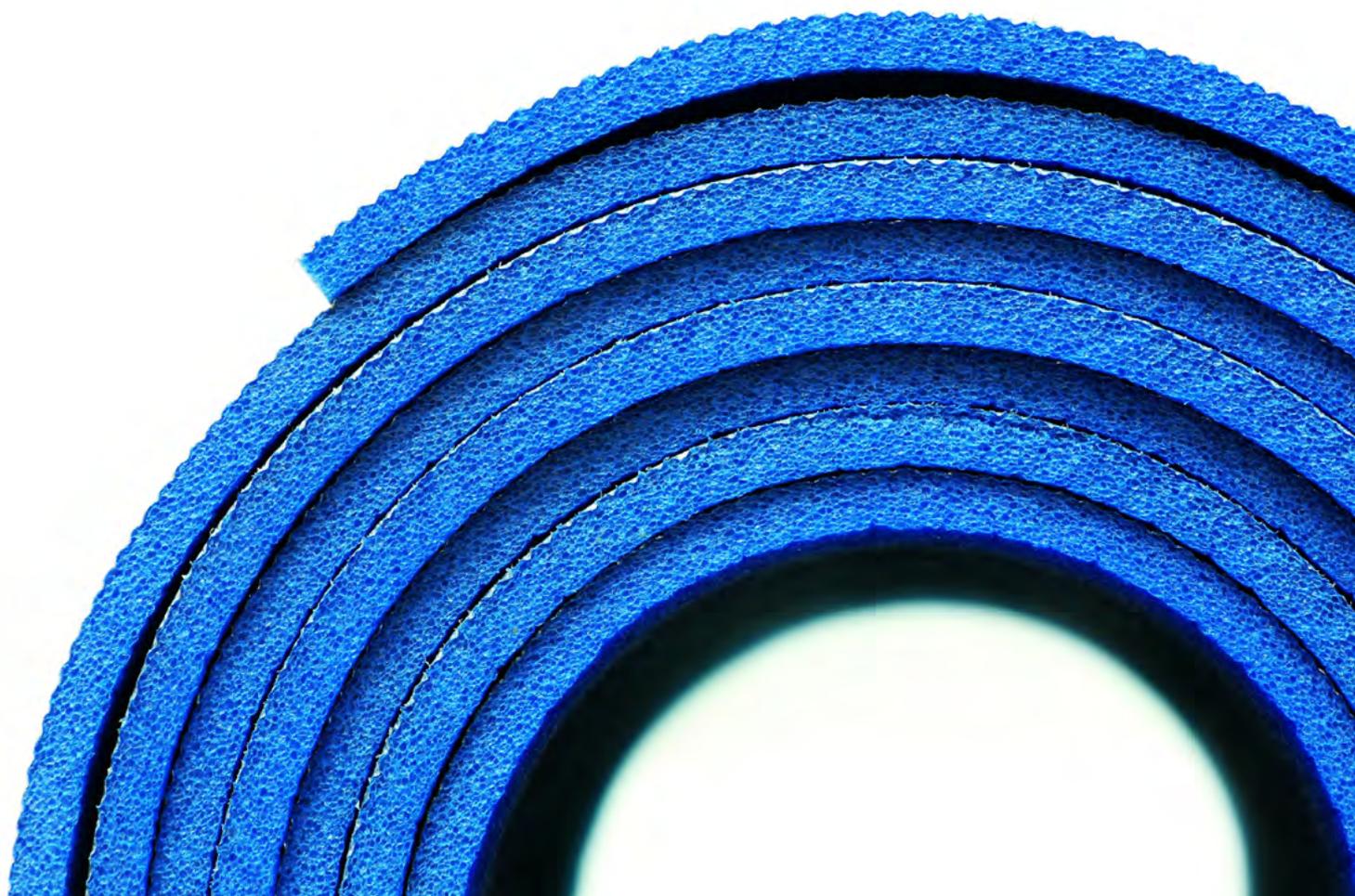
We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have sign-posted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



METHODS OF ASSESSMENT

The units in this Project Approach have different methods of assessments.

- The Life and Living Skills** units (A8 Making an art or craft product, M27 Healthy living, M29 Making the most of leisure time) are internally assessed through a centre-set assignment and then externally moderated by OCR by post. At the rear of this Project Approach there is a Learner Criteria Achievement Document which can help you track the criteria achieved by your learners. Your learners need to provide evidence to prove that they have achieved the criteria. Evidence can be in the form of learners' written work, witness statements, photographs of the learners' work, or other types of documents. The completed Learner Criteria Achievement Document and the learners' evidence will make up the portfolio that is posted to the OCR moderator. Please see the Life and Living Skills Centre Handbook for further information. <http://www.ocr.org.uk/Images/76954-centre-handbook.pdf>
- The Cambridge Progression English** unit (Entry Code 5427 Read for purpose and meaning in straightforward continuous texts) and the Cambridge Progression Mathematics unit (Entry Code 5750 Read and measure time, distance, weight, capacity, length and temperature) are both externally assessed. This means that you will need to make entries with OCR for your learners to take the external assessment which will be under examination conditions. Please see the Cambridge Progression Admin Guide for further information. <http://www.ocr.org.uk/Images/151588-admin-guide-cambridge-awards-certificates-in-english-and-mathematics-cambridge-progression-2014-15.pdf>
- The Cambridge Progression English** unit (Entry Code 5448 Contribute to discussions) is internally assessed using the OCR-set Assessment Tasks and then externally moderated by OCR by post. You will assess your learners using an Observation Record found in Forms on the Cambridge Progression English web page. Please see the Cambridge Progression Admin Guide for further information. <http://www.ocr.org.uk/Images/151588-admin-guide-cambridge-awards-certificates-in-english-and-mathematics-cambridge-progression-2014-15.pdf>



ACTIVITIES GUIDANCE

You will first need to read the Mapping Cambridge Progression to Life and Living Skills section for each activity to ensure that all skills and knowledge are delivered before or during the activity.

- For portfolio building, evidence will be needed to show that the learner has demonstrated that they are secure in the knowledge or skill
- Use the Learner Criteria Achievement Document (Appendix 1) to ensure that you record the criteria achieved.
- For the externally assessed units (under examination conditions), Cambridge Progression English unit, Entry Code 5427 Read for purpose and meaning in straightforward continuous texts and the Cambridge Progression Mathematics unit, Entry Code 5750 Read and measure time, distance, weight, capacity, length and temperature, ensure that the learners are secure in all the knowledge and skills, and are prepared for their assessment.
- For the internally assessed unit, Cambridge Progression English unit (Entry Code 5448 Contribute to discussions) is internally assessed using the OCR-set Assessment Tasks and then externally moderated by OCR by post, ensure that you observe and document that the assessment criteria has been met on the relevant Observation Record.

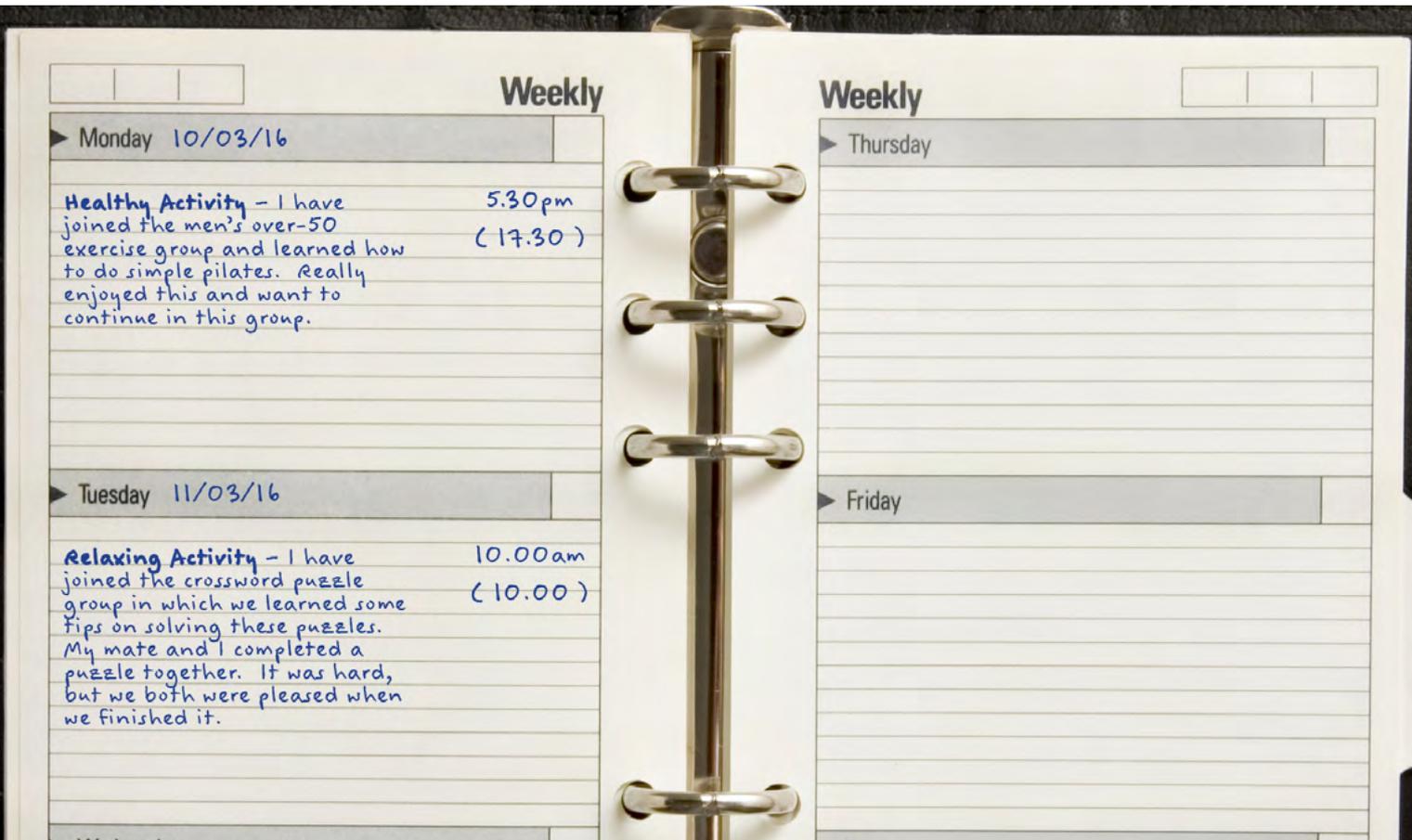
You should plan specific activities that follow the Activity Guidance, but also are appropriate for your learners' needs. An activity can be delivered over one or several sessions – there is no time limit. Supporting activities may be needed to support further understanding or reinforce learning.

It is hoped that specialists English and maths tutors will work collaboratively with vocational staff to deliver the activities together.

For this Project Approach, Moving towards Retirement, it is important that the preparation is done before you begin the activities to ensure that your learners are able to access and participate in new relaxing, challenging, healthy and skills activities.

A Diary with Evidence of Activities (Appendix 2) is provided for your learner to complete. Your learners can use this to record and evaluate their activities and show their understanding of how to write conventional dates, time in am/pm and 24 hour clock. This should be included in your learner's portfolio.

Example of how learners can complete the Diary with Evidence of Activities.



MAPPING CAMBRIDGE PROGRESSION TO LIFE AND LIVING SKILLS

In the table below, the Assessment Criteria of the Cambridge Progression English and Maths units and the Assessment Criteria of the Life and Living Skills units have been mapped to each of the activities. The Skills and Knowledge that you need to deliver to your learners is explained below.

Activity	Cambridge Progression units / Life and Living Skills units	Assessment Criteria	Skills and Knowledge
1	Entry Level 3 Cambridge Progression – Contribute to discussions Entry Code 5448	1.2 Identify different purposes of discussions	The tutor needs to deliver these skills and knowledge before or during this activity: The different purposes of discussion
		2.1 Make contributions to discussions at a point where the comment is relevant	How to appropriately contribute to a discussion Different appropriate phrases that can be used to begin a contribution, interrupt, and to agree or disagree in response to someone else's contribution
		2.2 Use phrases to relate own comments to those of others in the discussion	Appropriate eye contact, gestures and different verbal cues that can be used to signal turn-taking in a discussion
		3.1 Use: eye contact, gestures, verbal cues to signal turn-taking in a discussion.	Appropriate responses to eye contact , gestures and verbal cues when turn-taking
		3.2 Respond to eye contact gestures verbal cues which signal a request for turn-taking in a discussion	
2	Entry Level 3 Life and Living Skills – Making the most of leisure time Unit M29 (Personal Skills)	1.1 Identify ways in which they can use their leisure time	The tutor needs to deliver these skills and knowledge before or during this activity: <ul style="list-style-type: none"> • Explore different types of leisure pursuits that are possible for these learners • Explore the benefits of doing different types of leisure activities • Review discussion guidance and ensure the group practises appropriate discussion conventions
		1.2 Identify the benefits of using their leisure time in different ways	
		3.1 Identify what they enjoyed and did not enjoy about the activities	
		3.2 Identify an activity they would like to try again	
	Entry Level 3 Cambridge Progression – Contribute to discussions Entry Code 5448	1.2, 2.1, 2.2, 3.1, 3.2	

Activity	Cambridge Progression units / Life and Living Skills units	Assessment Criteria	Skills and Knowledge
3	Entry Level 3 Cambridge Progression - Read for purpose and meaning in straightforward continuous texts Entry Code 5427	1.1 Identify the main points of continuous texts of more than one paragraph	<p>The tutor needs to deliver these skills and knowledge before or during this activity:</p> <ul style="list-style-type: none"> • Teach what a main point of a paragraph and short whole text is • Show learners how to identify main points within a paragraph or short whole text • Show learners different techniques to find specific details within a text • Support each learner in being able to participate in their identified new relaxing activity • Review discussion guidance and ensure the group practises appropriate discussion conventions • Show learners how to express time using AM and PM system • Show learners how to Express dates in standard formats i.e. 12/09/15 • Show learners how to tell the time to the nearest five minutes using the 12 hour and 24 hour clock • Support learners so that they can take part in a relaxing activity • Support learners recording their activity in their diaries
		1.2 Select appropriate conclusions for texts	
		2.1 Find specific information within texts	
	Entry Level 3 Life and Living Skills – Making the most of leisure time Unit M29 (Personal Skills)	2.1 Take part in an activity which they find relaxing	
	Entry Level 3 Cambridge Progression – Contribute to discussions Entry Code 5448	1.2, 2.1, 2.2, 3.1, 3.2	
4	Entry Level 3 Cambridge Progression – Read for purpose and meaning in straightforward continuous texts Entry Code 5427	1.1, 1.2, 2.1	<p>The tutor needs to deliver these skills and knowledge before or during this activity:</p> <ul style="list-style-type: none"> • Review finding main points and specific information within paragraphs or short whole texts • Support learners so that they can take part in a challenging activity • Support learners recording their activity in their diaries
	Entry Level 3 Life and Living Skills – Making the most of leisure time Unit M29 (Personal Skills)	2.1 Find specific information within texts	
		2.2 Take part in a activity which they find challenging	
		3.1 Identify what they enjoyed and did not enjoy about the activities	
		3.2 Identify an activity they would like to try again	
Entry Level 3 Cambridge Progression – Read and measure time, distance, weight, capacity, length and temperature Entry Code 5750	1.1, 1.2, 1.3		

Activity	Cambridge Progression units / Life and Living Skills units	Assessment Criteria	Skills and Knowledge
5	Entry Level 3 Cambridge Progression – Read for purpose and meaning in straightforward continuous texts Entry Code 5427	1.1, 1.2, 2.1 3.1 Identify the different purposes of texts within the same format	<p>The tutor needs to deliver these skills and knowledge before or during this activity:</p> <ul style="list-style-type: none"> Review finding main points and specific information within paragraphs or short whole texts Show learners how they find different purposes within a text with the same format Support each learner so that they can participate in a new skill activity Support learners recording their activity in their diaries
	Entry Level 3 Life and Living Skills – Making the most of leisure time Unit M29 (Personal Skills)	2.3 Take part in a new activity which involves learning a new skill	
	Entry Level 3 Cambridge Progression – Read and measure time, distance, weight, capacity, length and temperature Entry Code 5750	1.1, 1.2, 1.3	
6	Entry Level 3 Cambridge Progression – Read for purpose and meaning in straightforward continuous texts Entry Code 5427	4.1 Identify the gist of information from headings	<p>The tutor needs to deliver these skills and knowledge before or during this activity:</p> <ul style="list-style-type: none"> Show learners how to find information by using headings for gist of information, key words in questions to find specific information within texts, alphabetical order to find information and using images to find information (i.e. key to maps) Provide information about what a skill is and the variety of skills that can be learned Support learners identifying a skill they want to learn, provide information about different skills, and support them in participating in learning a new skill
		4.2 Use key words to elicit specific information	
		4.3 Use alphabetical order to find information	
		4.4 Use images to find information	
		5.1 Identify appropriate images for different types of text	
Entry Level 3 Life and Living Skills – Healthy living Unit M27 (Personal Skills)	1.1 Describe what they can do to contribute to a healthy lifestyle		
7	Entry Level 3 Cambridge Progression – Read and measure time, distance, weight, capacity, length and temperature Entry Code 5750	2.1 Identify distances given in miles and kilometres	<p>The tutor needs to deliver these skills and knowledge before or during this activity:</p> <ul style="list-style-type: none"> Show learners how to identify equivalency between common metric units of length Show learners how to identify appropriate instruments for a specific measurement Show learners how to read length scales to the nearest labelled or unlabelled division Show learners how to identify equivalency between common metric units of weight Show learners how to read weighing scales to the nearest labelled or unlabelled division Show learners how to use a BMI chart to record their BMI
		3.1 Identify equivalency between common metric units of length	
		3.2 Identify appropriate instruments for a specific measurement	
		3.3 Read length scales to the nearest labelled or unlabelled division	
		4.1 Identify equivalency between common metric units of weight	
		4.2 Read weighing scales to the nearest labelled or unlabelled division	

Activity	Cambridge Progression units / Life and Living Skills units	Assessment Criteria	Skills and Knowledge
8	Entry Level 3 Life and Living Skills – Healthy living Unit M27 (Personal Skills)	1.2 Choose appropriate activities that can make an improvement to their lifestyle	<p>The tutor needs to deliver these skills and knowledge before or during this activity:</p> <ul style="list-style-type: none"> Review reading skills that they have previously learnt on this project Provide materials for learners to read about healthy activities
	Entry Level 3 Cambridge Progression – Read for purpose and meaning in straightforward continuous texts Entry Code 5427	2.1, 4.1, 4.2, 4.3, 4.4	
9	Entry Level 3 Life and Living Skills – Healthy living Unit M27 (Personal Skills)	2.1 Carry out activities to contribute to a healthy lifestyle	<p>The tutor needs to deliver these skills and knowledge before or during this activity:</p> <ul style="list-style-type: none"> Support each learner so that they can participate in a new skill activity Support learners recording their activity in their diaries Review discussion skills
		2.2 Describe how the activities have improved their lifestyle	
	Entry Level 3 Cambridge Progression – Contribute to discussions Entry Code 5448	1.2, 2.1, 2.2, 3.1, 3.2	
	Entry Level 3 Cambridge Progression – Read and measure time, distance, weight, capacity, length and temperature Entry Code 5750	1.1, 1.2, 1.3	
10	Entry Level 3 Life and Living Skills – Making the most of leisure time	3.1 Identify what they enjoyed and did not enjoy about the activities	<p>The tutor needs to deliver these skills and knowledge before or during this activity:</p> <ul style="list-style-type: none"> Show learners how to organise resources for their project Show learners how to prepare work area Show learners how to make the art or craft product using the required materials Show learners how to work in a way that minimises risks to self and others Show learners how to wear the appropriate personal protective equipment Show learners how to use tools and equipment safely and effectively Support learners in using the appropriate measuring skills in the activity Support learners so that they can participate in the activity
	Unit M29 (Personal Skills)	3.2 Identify an activity they would like to try again	
10	Entry Level 3 Life and Living Skills – Making an art or craft product Unit A8 (Arts and Crafts)	1.1 Organise resources needed to make the product	
		1.2 Prepare work area	
		2.1 Make the art or craft product using the required materials	
		3.1 Work in a way that minimises risks to self and others	
		3.2 Wear the appropriate personal protective equipment (PPE)	
		3.3 Use tools and equipment safely and effectively	
10	Entry Level 3 Cambridge Progression – Read and measure time, distance, weight, capacity, length and temperature Entry Code 5750	5.1 Identify equivalency between common metric units of capacity	
		5.2 read capacity scales to the nearest labelled or unlabelled division	
		6.1 Estimate, using appropriate standard and non-standard units of measure, including <ul style="list-style-type: none"> Length Weight capacity 	

THE PROJECT, THE ACTIVITIES

Say to the learners:

We are going to start a project called Moving towards Retirement. You're going to be working in groups and will complete a number of activities.

Activity 1: Guidance for a well-run discussion group.



Say to your learners:

How do people appropriately work as a team within a discussion group?

In a group, develop a presentation – (a presentation could be a poster, leaflet, display, an account, a description, or a formal spoken presentation).

1. List different reasons for having a discussion.
2. List different ways to appropriately contribute to a discussion.
3. List different appropriate phrases that can be used to begin a contribution or reply to someone you agree with or that you don't agree with.
4. List some different turn-taking phrases that are used in discussion groups.



Activity 2: Leisure time – wisely using time and the benefits of this.

Say to your learners:

In a group, design a presentation – (a presentation could be a poster, leaflet, display, an account, a description, or a formal spoken presentation).

1. In a group discussion, identify ways in which you use your present leisure time. You should also discuss the activities that you would like to do in the future with your leisure time.
2. Find out what leisure activities are available to you.
3. Within your group, identify the benefits of using your leisure time in different ways. Also collect this information from some people outside your group.

In your discussion group, remember to :

- Identify the purpose of your discussion.
- Everyone should appropriately contribute to the discussion.
- Use appropriate phrases or comments to those of others in the discussion.
- Use appropriate eye contact, gestures, verbal use to signal turn-taking



Activity 3: A relaxing activity/Getting the most out of your reading.



Say to your learners:

1. Read a selection of texts on relaxing activities. Highlight each of their main points. Select appropriate conclusions to these texts. (See Lesson Element *Getting the most out of your reading* available from <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-life-and-living-skills-entry-level-1-3/>).
<http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-english-entry-level-1-3-and-level-1-and-2/>
<http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-mathematics-entry-level-1-3-and-level-1-and-2/>
<http://www.ocr.org.uk/qualifications/functional-skills-english-entry-level-09495-09496-09497/>
2. In the selection of texts on relaxing activities, show that you can find specific information.
3. Identify one new relaxing activity that you would like to try. Find out information about this new activity by reading or asking someone who knows how to do the activity.
4. Take part in this new activity.
5. Record in your diary when you did this activity and an evaluation of the activity
6. Show that you can express time using the AM and PM system.
7. Show that you can express dates in standard formats.
8. Show that you can tell the time to the nearest five minutes using the 12 hour and 24 hour clock.
9. In a diary, record what you are doing, how you are doing the activity, are you enjoying the activity or not (Include in your diary: time using AM and PM, dates in standard formats and time to the nearest five minutes using either the 12 hour or the 24 hour clock).

Activity 4: A challenging activity/Getting the most out of your reading.

Say to your learners:

1. Read a selection of texts on challenging activities. Highlight each of their main points. Select appropriate conclusions to these texts.
2. In the selection of texts on relaxing activities, show that you can find specific information.
3. Identify one new challenging activity that you would like to try. Find out information about this new activity by reading or asking someone who knows how to do the activity.
4. Take part in this new activity.
5. Record in your diary when you did this activity and an evaluation of the activity. (Include in your diary: time using AM and PM, dates in standard formats and time to the nearest five minutes using either the 12 hour or the 24 hour clock).
6. When everyone has taken part in a new activity, discuss in a group if you liked the new activity or not, and what other new challenging activity you would like to try next.



In your discussion group, remember to :

- Identify the purpose of your discussion.
- Everyone should appropriately contribute to the discussion.
- Use appropriate phrases or comments to those of others in the discussion.
- Use appropriate eye contact, gestures, verbal use to signal turn-taking.



Activity 5: Learning a new skill/ Getting the most out of your reading.



Say to your learners:

1. Writers always have a purpose when they write a text. Sometimes a text can have more than one purpose. Read the texts about skills. Can you identify at least two different purposes for each text (sample resource available).
2. Finding information within a text is an important reading skill. Using the same texts and the appropriate question cards, can you use a key word in the question to find the information in the text?
3. Identify one new skill that you would like to learn. Find out information about this new skill by reading or asking someone to help you learn this skill.
4. Take part in an activity which involves learning this new skill.
5. Record in your diary when you did this activity and an evaluation of the activity. (Include in your diary: time using AM and PM, dates in standard formats and time to the nearest five minutes using either the 12 hour or the 24 hour clock).

See lesson element *Learning a new skill* available from <http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-english-entry-level-1-3-and-level-1-and-2/>

<http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-mathematics-entry-level-1-3-and-level-1-and-2/>

<http://www.ocr.org.uk/qualifications/functional-skills-english-entry-level-09495-09496-09497/>

Activity 6: Healthy living / Getting the most out of your reading.



Say to your learners:

1. You will need to find information about healthy living through reading. You can use different reading skills to find specific information quickly such as using headings, alphabetical order and images. Find out how to use these skills.
2. Find out at least four ways that you can have a healthy lifestyle. Find this information by reading and using the reading skills techniques to quickly find information.
3. Develop a presentation which shows at least four ways to lead a healthy lifestyle – (a presentation could be a poster, leaflet, display, an account, a description, or a formal spoken presentation).

Activity 7: How Healthy are you?/ Measurements.



Say to your learners:

1. Show that you can identify the same measurement between common metric units of weight.
2. Show that you can read weighing scales to the nearest labelled or unlabelled division.
3. Show that you can identify the same measurement between common metric units of length.
4. Show that you can identify appropriate instruments for a specific measurement.
5. Show that you can read length scales to the nearest labelled or unlabelled division.
6. Show that you can identify distances given in miles and kilometres.
7. With the help of your tutor, you will need to calculate your BMI using the metric system of weight and height.
8. Using a Body Mass Index (BMI) chart, are you within a healthy limit?

Activity 8: Activities that can improve your health/Getting the most out of your reading.



Say to your learners:

1. Read a selection of texts on activities that improve health. Highlight each of their main points.
2. In the selection of texts on activities that can improve health, show that you can find specific information.
3. Can you find out about other activities that can improve health.
4. Develop a presentation that shows the different ways that people can improve their health – (a presentation could be a poster, leaflet, display, an account, a description, or a formal spoken presentation).



Activity 9: A Healthy activity.



Say to your learners:

1. Identify at least one new activity that you are going to try.
2. Take part in this activity.
3. Record in your diary when you did this activity and an evaluation of the activity. (Include in your diary: time using AM and PM, dates in standard formats and time to the nearest five minutes using either the 12 hour or the 24 hour clock).
4. When everyone has taken part in a new activity, discuss in a group what activities they carried out and whether they feel each activity will improve their health.





Activity 10: A Craft or Art Activity/ Measurement.



Say to your learners:

Many people enjoy having a craft or taking part in a art activity. Choose a craft or art activity to participate in and design or develop a product. Crafts and art products often need careful measurements to produce. Make sure you have and use these skills.

1. Show that you are able to use the metric system for capacity.
2. Show that you are able to estimate length, weight or capacity using standard and non-standard units of measure.
3. Show that you can organise the resources you will need to make your product and that you can prepare the work area.
4. Show that you are able to make the art or craft product.
5. Show that you can work safely.
6. Show that you can wear appropriate personal protective equipment.
7. Show that you can use tools and equipment safely and effectively.

ENTRY LEVEL 3

PRACTICE FUNCTIONAL SKILLS ENGLISH TASKS

The following practice English tasks are included to stretch and challenge learners and introduce them to Functional Skills tasks. Learners doing these tasks need to be secure in the English underpinning skills that they need to apply to a task before beginning it. You need to ensure that your learners can access appropriate Entry Level 3 materials to use to research e.g. books, articles, leaflets, and any other appropriate supportive materials. Some materials may need to be adapted to support Entry 3 learners.

- 1 Derek is finding that he doesn't know what to do with his time when he is not working or involved in a set activity. It is making him feel depressed and sometimes anxious. What can he do to help himself?
Research, discuss and present your solution in an email to Derek.
- 2 A member of the group is feeling that he is not as healthy as he should be. What are some things that he can do to help himself?
Research, discuss and present your solution in an informal letter to him.
- 3 A member of the group is going to be 50 this month and he is worried about his health as he gets older. He wants to know what sort of opportunities there are available to him so that he can have a healthy lifestyle for the next 20 years.
Research, discuss and present your solution in a leaflet that you have made for him.

If you would like more information and resources for OCR Functional Skills qualifications, see <http://www.ocr.org.uk/qualifications/by-type/functional-skills/>

DELIVERING THE PROJECT HOLISTICALLY

This project should be delivered in conjunction with other resources available on the OCR website. <http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-life-and-living-skills-entry-level-1-3/> and

<http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-english-entry-level-1-3-and-level-1-and-2/> and

<http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-mathematics-entry-level-1-3-and-level-1-and-2/>



APPENDIX 1

LEARNER CRITERIA ACHIEVEMENT DOCUMENT

Links to Activity	Criteria	Type of Documentation showing that criteria is met (ie, witness statement, photo of project, document etc)	Date learner passed Assessment Criteria	Code for document in portfolio
Entry Level 3 Life and Living Skills – Making the most of leisure time Unit 29 (Personal Skills) (assessed by centre using centre-set assignment, moderated by OCR)				
2	1.1 Identify ways in which they can use their leisure time			
2	1.2 Identify the benefits of using their leisure time in different ways			
3	2.1 Take part in an activity which they find relaxing			
4	2.2 Take part in an activity which they find challenging			
5	2.3 Take part in an activity which involves learning a new skill			
2, 4, 9	3.1 Identify what they enjoyed and did not enjoy about the activities			
2, 4, 9	3.2 Identify an activity they would like to try again			
Entry Level 3 Life and Living Skills – Healthy living Unit M27 (Personal Skills) (assessed by centre using centre-set assignment, moderated by OCR)				
6	1.1 Describe what they can do to contribute to a healthy lifestyle			
8	1.2 Choose appropriate activities that can make an improvement to their lifestyle			
9	2.1 Carry out activities to contribute to a healthy lifestyle			
9	2.2 Describe how the activities have improved their lifestyle			

Links to Activity	Criteria	Type of Documentation showing that criteria is met (ie, witness statement, photo of project, document etc)	Date learner passed Assessment Criteria	Code for document in portfolio
Entry Level 3 Life and Living Skills – Making an art or craft product Unit A8 (Arts and Crafts) (assessed by centre using centre-set assignment, moderated by OCR)				
10	1.1 Organise resources needed to make the product			
10	1.2 Prepare work area			
10	2.1 Make the art or craft product using the required materials			
10	3.1 Work in a way that minimises risks to self and others			
10	3.2 Wear the appropriate personal protective equipment (PPE)			
10	3.3 Use tools and equipment safely and effectively			
Entry Level 3 Cambridge Progression – Contribute to discussion Entry Code 5448 (assessed by centre using OCR-set Assessment Tasks and Observation Record forms*, moderated by OCR)			Needs more practice	Ready to be assessed
2, 3, 9	1.1 Identify the main points in discussions			
2, 3, 9	1.2 Identify different purposes of discussions			
2, 3, 9	2.1 Make contributions to discussions at a point where the comment is relevant			
2, 3, 9	2.2 use phrases to relate own comments to those of others in the discussion			
2, 3, 9	3.1 Use <ul style="list-style-type: none"> • Eye contact • Gestures • Verbal cues To signal turn-taking in a discussion			
2, 3, 9	3.2 Respond to: <ul style="list-style-type: none"> • Eye contact • Gestures • Verbal cues which signal a request for turn-taking in a discussion			

Entry Level 3 Cambridge Progression – Read for purpose and meaning in straightforward continuous texts Entry Code 5427 (assessed by OCR examination**)		Needs more practice	Ready to be assessed
3, 4, 5,	1.1 Identify the main points of continuous texts of more than one paragraph		
3, 4, 5,	1.2 Select appropriate conclusions for texts		
3, 4, 5, 8	2.1 Find specific information within texts		
5	3.1 Identify the different purposes of texts with the same format		
6, 8	4.1 Identify the gist of information from headings		
6, 8	4.2 Use key words to elicit specific information		
6. 8	4.3 Use alphabetical order to find information		
6, 8	4.4 Use images to find information		
6	5.1 Identify appropriate images for different types of text		
Entry Level 3 Cambridge Progression – Read and measure time, distance, weight, capacity, length and temperature Entry Code 5750 (assessed by OCR examination**)		Needs more practice	Ready to be assessed
3, 4, 5, 9	1.1 Express time using the AM and PM system		
3, 4, 5, 9	1.2 Express dates in standard formats		
3, 4, 5, 9	1.3 Tell the time to the nearest five minutes using the 12- hour and 24 hour clock		
7	2.1 Identify distances in miles and kilometres		
7	3.1 Identify equivalency between common metric units of length		
7	3.2 Identify appropriate instruments for a specific measurement		
7	3.3 Read length scales to the nearest labelled or unlabelled division		
7	4.1 Identify equivalency between common metric units of weight		
7	4.2 Read weighing scales to the nearest labelled or unlabelled division		
10	5.1 Identify equivalency between common metric units of capacity		
10	5.2 Read capacity scales to the nearest labelled or unlabelled division		
10	6.1 Estimate, using appropriate standard and non-standard units of measure, including <ul style="list-style-type: none"> • Length • Weight • Capacity 		

*Observation Record forms are available from

<http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-english-entry-level-1-3-and-level-1-and-2/>

** Centres will need to make entries with OCR for learners to take the external assessment which will be under examination conditions.

To make entries for Cambridge Progression English, go to:

<http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-english-entry-level-1-3-and-level-1-and-2/>

To make entries for Cambridge Progression Maths, go to:

<http://www.ocr.org.uk/qualifications/cambridge-progression-ocr-cambridge-award-certificate-in-mathematics-entry-level-1-3-and-level-1-and-2/>

To make entries for Life and Living Skills, go to:

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-life-and-living-skills-entry-level-1-3/>



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