

# tutor's handbook

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## INTRODUCTION

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The OCR Entry Level Certificate in Adult Literacy is part of the OCR suite of basic skills qualifications. The other qualifications in the suite are Adult Numeracy and ICT Skills for Life. These qualifications are based on the national standards for Adult Literacy, Adult Numeracy and ICT Skills for Life. The national standards can be found on the QCA website at [www.qca.org.uk/qualifications](http://www.qca.org.uk/qualifications).

Qualification Title	QCA Accreditation Number	OCR Code
OCR Entry Level Certificate in Adult Literacy	100/1493/7	03392

This qualification meets in full the requirements of the National Standards for Adult Literacy and conforms to the QCA criteria for Entry Level awards. It is anticipated that learning programmes will be based on the Adult Literacy Core Curriculum at Entry Level.

The qualification is appropriate for post-14 learners and has been designed to provide learners with the opportunity to develop their skills and confidence in speaking and listening, reading and writing in practical situations.

The assessment method has been designed to be flexible. The unit-based structure of the qualification allows candidates to work towards individual units at the level most appropriate to their skills. In order to achieve the full qualification candidates are required to achieve one unit in each of the three skill areas, however, the units do not need to be achieved at the same level.

All units are assessed in the centre, this gives tutors the opportunity to provide feedback to the candidates before their work is submitted to OCR for moderation. Candidates therefore have the opportunity to complete any assessment requirements that have been missed. Only evidence that meets all of the assessment requirements should be submitted for moderation.

OCR-set model assignments are provided for each unit. These assignments have been designed to cover all the assessment requirements, however, they can be used either as given or adapted in full or in part to reflect the needs and interests of the candidate. Evidence can also be collected from naturally occurring situations.

This qualification is designed to encourage and support progression towards the Level 1 Adult Literacy qualification or the Level 1 Key Skill in Communication.

### Tutor's Handbook

This Tutor's Handbook replaces the 2002 version. It provides revised information for centre staff involved in the planning, delivery, assessment and moderation of the qualification.

It is important that all centre staff involved in the planning, delivery, assessment and moderation of this qualification understand the requirements laid down in this Tutor's Handbook. Centres should therefore ensure that all members of staff involved with the qualification have access to this publication.

A copy of this Tutor's Handbook is provided free to all approved centres. Further copies are available for downloading from our website [www.ocr.org.uk](http://www.ocr.org.uk) or, where preferred, centres may purchase additional copies from OCR Publications (0870 7706622).

## Documentation updates

The information provided in this handbook was correct at the time of print. Occasionally OCR may update this information. Please refer to the updates section of the relevant qualification on our website [www.ocr.org.uk](http://www.ocr.org.uk) for details regarding amendments made to this handbook. For convenience, the latest amended version of this handbook is available to download from the OCR website.

## Administration arrangements for this qualification

A separate publication, the OCR Administrative guide to Basic Skills (code A851), provides full details of the administration arrangements for this qualification. It is issued free to all approved centres and is available on the OCR website.

## If centre staff have queries

This Tutor's Handbook and the OCR Administrative Guide to Basic Skills contain all the information needed to deliver, assess, moderate and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section **Further Support and Information**.

## GENERAL INFORMATION

### Qualification profile

<b>Title</b>	<b>OCR Entry Level Certificate in Adult Literacy</b>	
<b>OCR code</b>	<b>03392</b>	
<b>Level</b>	This qualification has been accredited onto the National Qualifications Framework (NQF) at Entry Level 1, Entry Level 2 and Entry Level 3.	
<b>Qualification Accreditation Number (QAN)</b>	100/1493/7 (full qualification)	
<b>Candidate profile</b>	It is suitable for post-14 learners who wish to develop their confidence and skills in using literacy skills in practical situations. Candidates entered for this qualification are likely to be following a course of study based on the Adult Literacy Core Curriculum at Entry Level.	
<b>Entry requirements</b>	There are no formal entry requirements for this qualification. Candidates can be entered at the level appropriate to their skills. Both single unit and full qualification entry is available.	
<b>Qualification structure</b>	<p>The qualification contains three units at each of the three levels of Entry Level (Entry 1, Entry 2 and Entry 3).</p> <ul style="list-style-type: none"> <li>• Speaking and Listening (unit QAN H/101/0045)</li> <li>• Reading (unit QAN K/101/0046)</li> <li>• Writing (unit QAN M/101/0047)</li> </ul> <p>Candidates must achieve three units (one from each skill area) to be awarded the full qualification. Candidates do not need to achieve all of the skills at the same level. Full and unit certification is awarded.</p>	
<b>Assessment</b>	To facilitate evidence collection, model assignments and Candidate Evidence Sheets are provided for all units. The model assignments fully cover all the assessment requirements for a unit. These can be either used as given, adapted in full or in part, or where appropriate, evidence can be gathered through naturally occurring situations. All units are assessed in the centre by the tutor/assessor and externally moderated by OCR. Only work that meets all the assessment requirements should be sent to OCR for moderation.	
<b>Certification</b>	Candidates achieving all three units (one from each skill area) will be awarded the full OCR Entry Level Certificate in Adult Literacy. Unit certificates will be awarded for each unit achieved. The unit certificate will include the level.	
<b>Funding</b>	This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) as shown above.	
<b>National standards</b>	The content of this qualification meets the requirements of the national standards for Adult Literacy at Entry Level 1, 2 and 3.	
<b>Last entry dates*</b>	31 August 2010	<b>Revised date:</b>
<b>Last certification dates*</b>	31 August 2012	<b>Revised date:</b>

\*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

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## GENERAL INFORMATION

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### Target market

This qualification is suitable for post-14 learners who wish to develop and/or demonstrate their skills in literacy at Entry Level. At Key Stage 4 it is approved for those pupils who need access to a wider range of certification for English.

It is appropriate for those engaged in formal study programmes, including those following full-time/part-time programmes of study addressing literacy skills. It is also suitable for those following vocational programmes of study, family literacy programmes, “mentored” learning, community learning or other training programmes.

It is anticipated that candidates entered for this qualification will be following a course of study based on the Adult Literacy Core Curriculum at Entry Level.

### Qualification aims

- 1 To develop candidates’ skill in speaking to others in familiar situations.
- 2 To develop candidates’ skill in listening to and understanding spoken language in familiar situations.
- 3 To develop candidates’ skill in reading and understanding a range of texts.
- 4 To develop candidates’ skill in writing to communicate information and opinions.
- 5 To develop candidates’ confidence in using literacy skills in a range of contexts for different practical purposes.
- 6 To encourage progression by assisting in the development of the skills and knowledge which candidates will need in order to undertake further study.

### Entry requirements

There are no minimum entry requirements for this qualification. The qualification is available at Entry 1, Entry 2 and Entry 3. Candidates are permitted to enter at the level appropriate to their needs and skills. In order to achieve the award, candidates must be able to meet all of the assessment requirements at their chosen level.

Candidates will be able to draw on previous learning through National Curriculum study of English or through previous programmes of learning addressing basic skills.

### Entry restrictions

There are no restrictions on entry to this qualification. Candidates can enter units at any level of the qualification.

The qualification will also be suitable for those who have had no prior learning in this area and for whom this is a first step towards developing literacy skills.

## Progression opportunities

This award is designed to provide progression to the Level 1 Certificate in Adult Literacy and to the Key Skill in Communication at Level 1. The skills developed through the qualification will also be transferable to a range of different vocational contexts.

For those candidates who wish to broaden their achievements at this level and for whom progression will be horizontal rather than vertical, OCR also offers Entry Level Certificates in a range of general and vocational skill areas. The vocational qualifications include Adult Numeracy, ICT Skills for Life, Preparation for Employment, Job-seeking Skills, Learning Skills, Citizenship and vocational skill areas including Retail, Leisure and Tourism, Catering, Hairdressing, Office Practice and Manufacturing.

## Supporting candidates

To assist centres in their support of candidates, model assignments have been produced for each unit. This format will allow centres to adapt the assignments either in part or in whole in order to make the context or topic meet the needs of the candidate.

## Qualification structure

The qualification contains three units at each of the three levels of Entry Level. The three units reflect the skill areas within the national standards for Adult Literacy. The titles of the units are common at each of the three levels.

The units are numbered for reference purposes only. There is no requirement for candidates to achieve units in any particular order or level and teachers/tutors may tailor learning programmes to meet individual situations.

All of the units are centre assessed and moderated by OCR.

<b>OCR Entry Level Certificate in Adult Literacy</b>		<b>100/1493/7</b>
<b>Entry 1</b>		
Unit 1	Speaking and Listening (Entry 1)	H/101/0045
Unit 2	Reading (Entry 1)	K/101/0046
Unit 3	Writing (Entry 1)	M/101/0047
<b>Entry 2</b>		
Unit 4	Speaking and Listening (Entry 2)	H/101/0045
Unit 5	Reading (Entry 2)	K/101/0046
Unit 6	Writing (Entry 2)	M/101/0047
<b>Entry 3</b>		
Unit 7	Speaking and Listening (Entry 3)	H/101/0045
Unit 8	Reading (Entry 3)	K/101/0046
Unit 9	Writing (Entry 3)	M/101/0047

## Combining units to achieve a full qualification

The three units are equally weighted. In order to achieve the full qualification candidates must achieve three units, ie one unit in each of the skill areas.

Candidates do not have to achieve all of the units at the same level. Tutors may mix and match units to reflect individual candidates' skill profile. Unit certificates will record the level achieved for each unit. Candidates achieving the required three units will be awarded a full OCR Entry Level Certificate in Adult Literacy.

This structure gives a flexible, unit-based approach which allows candidates to work towards individual units within their own learning and work experience contexts and at their own pace. It also provides a mechanism for reflecting achievement at a higher level in some skill areas.

## Unit format

The information contained in each unit is structured in the same way. This will help centre staff and candidates to understand fully the requirements of these qualifications. The content and structure of each unit is described below:

### Title

The title of the unit identifies the unit number, the skill area and the level.

### Learning outcomes

This section identifies the knowledge, understanding and skills that candidates will develop through following a programme of study that leads to the award of the unit.

The learning outcomes at each level reflect the outcomes identified in the national standards for Adult Literacy.

### Assessment objectives

This section sets out the essential knowledge and skills which candidates will need to demonstrate for each unit. Candidates will be required to achieve all assessment objectives in order to achieve the unit.

The assessment objectives reflect the outcomes identified in the national standards for Adult Literacy in the sections *'to meet the standards a person will be expected to.'*

### Knowledge, understanding and skills

This section identifies the depth of the underpinning knowledge, understanding and skills which candidates will need in order to achieve the assessment objectives.

It is anticipated that teachers/tutors will cover all of the specified knowledge, understanding and skills through their teaching and that candidates will be able to draw on the breadth of their learning when they undertake assessment activities.

The knowledge and understanding reflects the content of the Adult Literacy Core Curriculum.

### Core Curriculum references

The assessment objectives and related knowledge, understanding and skills have been referenced to the Adult Literacy Core Curriculum.

**Assessment requirements**

This section details the form of assessment and the nature of the tasks that candidates will be required to undertake to achieve the unit.

**Guidance on delivery**

This section provides suggestions on how the unit could be delivered.

**Guidance on assessment and evidence**

This section provides guidance on the method of assessment and how evidence can be produced and collected. (Extra guidance to support the gathering and assessment of evidence is provided in the tutor notes for each model assignment.)

**Tutor notes for model assignments**

Model assignments have been provided for all units. This section provides guidance on how the model assignment should be used and how tutors can adapt it to meet the needs of their candidates.

**Wider issues****Spiritual, moral, ethical, social and cultural issues**

Although there are no specific requirements in relation to spiritual, moral, ethical, social and cultural issues, teachers and tutors delivering the Adult Literacy qualification would have opportunities to address all of these issues through their choice of teaching materials. For example, the texts used in the Reading unit may relate to social and cultural issues and may therefore provide an opportunity for teachers/tutors to address these issues.

**Environmental issues, health and safety considerations**

Although there are no specific requirements in relation to health and safety, environmental issues and European developments, teachers and tutors delivering the Adult Literacy qualification would have opportunities to address all of these issues through their choice of teaching materials. For example, a discussion on hazards could provide an opportunity to explore safety issues.

**Guided learning hours**

OCR recognises that the needs of learners following courses of study leading to this qualification are particularly diverse and that this will result in a wide range of approaches to learning. OCR does not prescribe guided learning hours for this qualification.

As the guided learning hours needed by learners will differ significantly between individual learners, OCR encourages teachers/tutors to determine individual needs on a learner by learner basis.

**Mode of delivery**

It is anticipated that learning programmes will be based on the requirements of the Adult Literacy Core Curriculum. Copies of the Core Curriculum can be obtained from the Basic Skills Agency [www.basic-skills.co.uk](http://www.basic-skills.co.uk).

There are numerous valid ways of delivering this qualification. These include a discrete programme of study, as well as integrating learning as part of a broader basic skills programme that includes Adult Numeracy and/or ICT Skills for Life.

OCR encourages teachers/tutors to determine individual needs on a learner by learner basis.

Centres should consider the candidates' complete learning experience when designing learning programmes. The levels have been designed to be co-teachable, thus giving centres and candidates greater flexibility and an adaptable learning environment.

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is suggested that tutors/teachers refer to the Adult Literacy Core Curriculum for examples of activities that could be used to allow candidates to practice their literacy skills.

Wherever possible candidates should be encouraged to use their literacy skills in a context that is appropriate to their everyday lives and interests.

## **Arrangements for candidates with access-related assessment needs**

We aim to make sure that all candidates are given equal opportunity to demonstrate their attainment. Full details of the arrangements available for candidates with access-related assessment needs are contained in our booklet *Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications - Regulations and Guidance relating to Candidates with Particular Requirements (L016)*.

## **Funding**

This qualification is accredited onto the National Qualifications Framework (NQF) and, as such, is eligible for public funding. When seeking funding, centres will need to provide the Qualification Accreditation Number (QAN). The QAN for this qualification is given in the Qualification Profile at the beginning of this booklet.

For information on funding for this qualification centres should contact the Learning and Skills Council (LSC).

## **Results enquiries and appeals**

For full details on results enquiries and appeals please refer to the OCR Administrative Guide to Basic Skills (code A851).

## **Centre malpractice guidance**

It is the responsibility of the Head of Centre\* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Quality and Standards division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Quality and Standards division.

Further information is contained in the publication *Guidelines for Dealing with Cases of Malpractice (R322)* which is available from OCR Information Bureau: 024 76 851509.

\*The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a private Training Provider or the Group Training Manager of a major company.

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## **ASSESSMENT AND MODERATION**

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Assessment of this qualification meets the Qualifications and Curriculum Authority (QCA) Code of practice for Entry Level qualifications.

Candidates can be entered for a single unit or the full qualification.

In order to achieve the full qualification candidates must achieve one unit from each of the skill areas ie Speaking and Listening, Reading and Writing. Candidates do not have to achieve all of the units at the same level. Tutors may mix and match the units to reflect individual candidate profiles.

### **Guidance on the use of model assignments**

Model assignments have been provided for all units in this qualification. The tasks in the model assignments have been designed to cover all of the assessment requirements for the unit.

Centres can use the OCR model assignments as given, freely adapt them either in whole or in part or, where appropriate, gather evidence through naturally occurring situations. Tutors must however ensure that all of the assessment requirements for the unit are covered.

This method of assessment provides a flexible assessment solution that can be tailored to the needs of the individual candidate.

This flexible method of assessment allows tutors to integrate assignments in order to enable candidates to produce evidence that can be used towards more than one qualification. For example, candidates can search the Internet or a CD ROM for information that can be used for the Reading tasks or produce some of the Writing tasks on a computer. This evidence could be used toward their Adult Literacy and ICT Skills for Life qualifications.

Further guidance on the use of model assignments is included in each unit.

### **Method of assessment**

Candidates must meet all the assessment requirements identified in the unit. All units are assessed in the centre by the tutor and the assessment is moderated by an OCR Examiner-moderator.

All assessment requirements must be achieved for each unit. Only work that fully meets the assessment requirements for the unit should be sent to OCR for moderation.

### **Generation and collection of evidence**

In order to achieve the unit candidates must demonstrate that they have achieved all of the assessment requirements by collecting the evidence specified in the unit. If candidates do not fully meet the assessment requirements for the unit, they can be given the opportunity to complete any assessment requirement that has been missed.

Evidence generated for each candidate should be in an appropriate format to demonstrate the skills or application of knowledge specified. Model assignments and Candidate Evidence Sheets have been provided to aid the generation and collection of evidence.

The Candidate Evidence Sheets include all the assessment requirements for the unit. These can be used to record candidate evidence for the model assignments and/or centre generated evidence.

All evidence must be assessed and internally moderated in the centre before it is submitted to OCR for moderation. Evidence should only be submitted to OCR when the assessor is satisfied that all assessment requirements have been met.

### **Sufficiency of evidence**

OCR requires centres to submit for moderation only evidence that meets all of the evidence requirements for the unit. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity or study or evidence that does not meet the assessment requirements.

If evidence is not satisfactory for any of the assessment requirements candidates should be given the opportunity to do a new assignment or part of an assignment to ensure they have achieved all the assessment requirements.

### **Role of the assessor**

It is the tutor/assessor's responsibility to assess the evidence presented by the candidate, provide feedback to the candidate, and confirm successful completion of units (which will be confirmed through internal and external moderation). Assessors will judge candidates' evidence against the mark scheme or assessment requirements specified in the unit.

When candidates complete a unit, the assessor (usually the teacher/tutor) will assess their work. Assessors must:

- judge the candidate's work against the standard identified in the unit and assessment/evidence requirements
- show clear evidence of marking in all tasks
- identify valid and sufficient evidence, identify gaps in evidence and give feedback to candidates
- provide candidates with the opportunity to meet any gaps in their evidence
- liaise with other assessors in their centre who are assessing the same unit to ensure their assessment is consistent and valid
- maintain records of candidate achievement.

All evidence must be assessed and internally moderated in the centre before it is submitted to OCR for moderation. Evidence should only be submitted when the assessor is satisfied that all assessment requirements have been met.

### **Internal standardisation/moderation and sampling strategies**

Centres must have in place processes to review assessors' decisions and ensure that they are correctly interpreting and applying the assessment objective specified in the unit. The system for internal standardisation is a matter for individual centres and OCR fully supports the use of the centres' own quality assurance systems where this ensures robust internal standardisation.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring all assessors have access to the Tutor's Handbook
- ensuring all current assessors are working at the same standard
- arranging regular meetings
- ensuring cross-moderation of work between assessors
- maintaining the records of the outcome of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors.

Centres must keep records of internal standardisation and have these available for a minimum of one year.

Internal moderators should sample assessments systematically in order to ensure the quality and consistency of assessment decisions made by assessors.

Internal moderators should aim to draw their samples across all assessors and units. The numbered sampled will, of course, reflect the number of candidates entered.

## External moderation

External moderation assesses the centre's internal assessment to ensure it meets the national requirements for these qualifications.

OCR Examiner-moderators are appointed by OCR to moderate centre assessment decisions.

OCR requires centres to submit for moderation only the appropriate evidence for specific units. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres may wish to create programmes of learning for candidates towards the completion of these units that may generate additional items of evidence. Centres are free to do this, but OCR does not require these items to be submitted with the candidate's evidence.

OCR requires that all Candidate Evidence Sheets submitted in support of achievement are signed by the tutor prior to submission for moderation.

Tutors must check that each aspect of the assessment objective has been successfully met by the candidate before work is signed and sent for external moderation.

Centres must use the candidate's Assessment Record Folder (ARF) to send the candidate evidence to the OCR Examiner-moderator. Single unit ARFs and full award ARFs are available.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation.

The Examiner-moderator will complete a Centre Feedback Report Form (NQF6) for each batch of work. If the centre assessment is satisfactory there will be no change to the candidate awards and certificates will be issued.

If the centre assessment is inaccurate, the necessary amendments to candidates' achievements will be recorded on the Centre Feedback Report Form (NQF6), and certification will reflect these amendments.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

## CERTIFICATION

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### Certification

Full qualification:

Candidates who are successful in meeting the evidence requirements of a unit from each of the three skill areas (Speaking and Listening, Reading and Writing) at any level will receive:

- A unit certificate listing the unit titles and level achieved
- A certificate giving the full qualification title, ie

#### **OCR Entry Level Certificate in Adult Literacy**

Unit certification:

Candidates who achieve fewer than the required units for the full qualification will receive a unit certificate. All units achieved will be listed on the unit certificate and the level will be indicated. If candidates subsequently achieve the required number of units for the full qualification, a Full qualification certificate will be automatically generated.

Awarding will be conducted according to the codes of practice approved and published by the regulatory authorities.

### Certification process

Full qualification certificates will be automatically generated when candidates have achieved the required number of units ie, one unit from units 1, 4 or 7 **and** one from units 2, 5 or 8 **and** one unit from units 3, 6 or 9. As the certificates are produced by matching candidate details it is essential that candidate details are entered consistently every time a submission form is completed. Any inconsistency, eg entering initials on one occasion and not others, will prevent OCR automatically issuing amalgamated results and the correct certificates.

### Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

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## **QUALIFICATION STRUCTURE, UNIT CONTENT AND MODEL ASSIGNMENTS**

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This section includes the unit specification, assessment requirements, model assignment and Candidate Evidence Sheet for the following units:

### **Entry 1**

Unit 1 Speaking and Listening

Unit 2 Reading

Unit 3 Writing

### **Entry 2**

Unit 4 Speaking and Listening

Unit 5 Reading

Unit 6 Writing

### **Entry 3**

Unit 7 Speaking and Listening

Unit 8 Reading

Unit 9 Writing

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## UNIT 1: SPEAKING AND LISTENING (ENTRY 1)

### Learning outcomes

At this level candidates are able to listen and respond to spoken language, including simple narratives, statements, questions and single step instructions. Candidates are able to speak to communicate basic information, feelings and opinions on familiar topics. They are able to engage in discussion with another person in a familiar situation about familiar topics.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
1 Listen and respond to spoken language	Listen for: <ul style="list-style-type: none"> <li>• gist of short explanations</li> <li>• detail to extract specific information</li> </ul> Follow: <ul style="list-style-type: none"> <li>• single-step instructions in a familiar context</li> <li>• listen and respond to requests for personal information</li> </ul>	SLlr/E1.1 SLlr/E1.2  SLlr/E1.3 SLlr/E1.4
2 Speak to communicate	Speak clearly: <ul style="list-style-type: none"> <li>• in simple exchanges</li> <li>• on familiar topics</li> </ul> Communicate: <ul style="list-style-type: none"> <li>• make requests</li> <li>• ask questions</li> <li>• make statements of fact</li> <li>• express feelings and opinions</li> </ul>	SLlc/E1.1  SLlc/E1.2 SLlc/E1.3 SLlc/E1.4
3 Engage in simple discussion	Take part in simple exchanges: <ul style="list-style-type: none"> <li>• on familiar topics</li> <li>• in familiar situations</li> </ul>	SLld/E2.1

### Assessment requirements

This unit is centre assessed and OCR moderated.

In order to achieve this unit candidates must:

- a) Listen to **one** short explanation
  - for gist
  - for detail
- b) Follow **one** set of single-step instructions in a familiar context
- c) Listen and respond to **one** request for personal information

- d) Take part in simple exchanges
- make **one** request using appropriate terms
  - ask **one** question to obtain specific information
  - speak clearly to be heard and understood
- e) Engage in a simple discussion
- state a fact
  - state an opinion
  - express a feeling.

### **Guidance on delivery**

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is expected that tutors/teachers will use the suggestions in the Adult Literacy Core Curriculum as a basis for activities.

Wherever possible candidates should be encouraged to practise their speaking and listening skills in situations appropriate to adults, eg asking if they can leave early to collect a child from school, making an appointment with a doctor, asking the way to get to the station. Suitable topics for exchanges could include, Health and Safety in the college, leisure activities such as watching television or a hobby, where they live, jobs and training they would like to do, another curriculum subject they are studying.

Discussions can take place in a group or on an individual basis.

Tutors/teachers may choose to base all the speaking and listening activities around a particular vocational subject area or the work may cover a variety of topics.

Throughout the unit, candidates could gather evidence through naturally occurring situations. However, although in delivery it is expected that centres will integrate the speaking and listening elements for Assessment Objectives 1-3, for assessment purposes, it may be easier to carry out some of the listening requirements as discrete tasks.

### **Guidance on assessment and evidence**

In order to achieve this unit, candidates must demonstrate that they have achieved all the assessment objectives by collecting evidence for each assessment requirement.

Only candidate work that directly meets the assessment requirements should be submitted to the OCR Examiner-moderator. Centres should note that submitted evidence is not returned.

In collecting evidence centres can do any of the following:

- 1 Use an OCR model assignment
- 2 Freely adapt the OCR model assignment either the whole or in part
- 3 Gather evidence through naturally occurring situations

All evidence must be assessed and internally moderated by the centre before submission to OCR. Evidence should only be submitted when the centre assessor is satisfied that all assessment requirements have been met.

All evidence should relate to individual candidates and not whole groups.

To assist teachers/tutors, OCR has designed Candidate Evidence Sheets. When completed, these provide sufficient evidence to show all assessment requirements have been met.

Candidate Evidence Sheets for each unit are available as Word documents on the OCR website.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all assessment requirements have been met.

### Tutor notes for model assignment

The tasks in the model assignment can be freely adapted so that the chosen topics match the interests and needs of the candidates.

For example suitable topics could include:

- Health and Safety in the college
- leisure activities such as swimming
- visits to tourist attractions
- jobs they would like to do
- another curriculum subject they are studying
- family life and learning.

In this particular model assignment, the topics chosen match the topics in the model assignments for the Reading and Writing units. However, tutors are free to choose different topics for each unit and also different topics for tasks within a unit. In the model assignment the phrases in bold can be simply changed to offer a different context or topic. For example:

Tell the candidates that they are **buying a meal from the canteen or a cafe**.  
They must ask **the catering assistant or waiter/waitress**:

- for **a meal**
- for **the price of the meal**.

This could be changed to:

Tell the candidates that they are **visiting the cinema**.  
They must ask **at the kiosk**:

- for **a ticket**
- for **the time of the film**.

If candidates do not meet all the assessment requirements through the tasks or do not reach the required standard they may carry out discrete tasks to achieve those assessment requirements on other occasions.

Discussions can take place in a group or on an individual basis. If the discussion takes place in a group, the group should not be too large to ensure that everyone has the opportunity to make a significant contribution to the discussion.

Candidate Evidence Sheets are provided to record candidate responses. Tutors should record what the candidate said to meet the assessment requirements. The evidence can be either the candidate's own words verbatim or the gist of what the candidate said, except where detail is asked for and the exact words are required. Some candidates may wish to complete some sections of the Candidate Evidence Sheets themselves where appropriate.

A Candidate Evidence Sheet is provided at the end of the model assignment to show how the evidence can be recorded.

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 1: SPEAKING AND LISTENING (ENTRY 1)

### MODEL ASSIGNMENT

#### TUTOR INSTRUCTIONS

- There is no limit to the amount of time candidates can be given to prepare for tasks.
- Answers should be recorded on the Candidate Evidence Sheet.
- The phrases in bold can be changed to offer a different context or topic.
- All candidates work must be assessed by the tutor/assessor.

#### Task 1 Listening Skills

This task covers assessment requirements:

- a) Listen to **one** short explanation for gist and detail
- b) Follow **one** set of single-step instructions in a familiar context.

The following instructions and statements should be read to candidates. You may repeat the instructions if necessary. Candidates may write their own responses on the Candidate Evidence Sheet or you may record their spoken responses.

If the candidate is unable to carry out these instructions, any other simple set of instructions can be used.

#### SCRIPT FOR TUTORS

Listen to these instructions.

- **Firstly, pour cold milk into a glass**
- **Secondly, add the strawberry flavouring**
- **Then, mix well**
- **Finally, enjoy your drink.**

- i) What are the instructions about?

Listen to the instructions again.

- ii) Tell me what should you do after **adding the strawberry flavouring**.
- iii) Follow these instructions and **make the milk shake**.

If you want, I can repeat the instructions.

## Task 2 Speaking and Listening Skills

This task covers assessment requirement:

- c) Listen and respond to **one** request for personal information.

The following task could be carried out in a real context **or** through role play.

Tell the candidates they are to **make an appointment with a receptionist for either the hairdresser or the dentist or a solicitor.**

They should be prepared to tell **the receptionist** their name **or** address **or** telephone number **or** date of birth as requested.

## Task 3 Speaking Skills

This task covers assessment requirement:

- d) Take part in simple exchanges
- make **one** request using appropriate terms
  - ask **one** question to obtain specific information
  - speak clearly to be heard and understood.

The following task could be either carried out in a real context **or** through role play.

Tell the candidates that they are **buying a meal from the canteen or a cafe.**

They must ask the **catering assistant or waiter/waitress:**

- for **a meal**
- for **the price of the meal.**

## Task 4 Engage in discussion

This task covers assessment requirement:

- e) Engage in a simple discussion
- state a fact
  - state an opinion
  - say how they feel
  - speak clearly to be heard and understood.

Tell the candidates that they will take part in a discussion on **food and cooking.**

Tell the candidates they should be prepared to talk about:

- **what they eat**
- what **type of food** they think **is healthy**
- how they feel **about cooking meals.**

Remind the candidates that they must:

- speak clearly and loud enough to be heard
- listen to others and give them a chance to speak.

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 1: SPEAKING AND LISTENING (ENTRY 1)

### SAMPLE CANDIDATE EVIDENCE SHEET

NCN: 99999	Candidate signature:	<i>James O'Callaghan</i>
Assessment requirement	Tutor signature:	<i>Ann Assessor</i>
Date completed <i>12/01/06</i>	OCR Model Task 1 or Alternative Task	Used <input checked="" type="checkbox"/> Attached <input type="checkbox"/>
a) Listen to one short explanation	What was the gist?	<i>Making a milk shake</i>
	What detail was heard?	<i>Mix well</i>
b) Follow single step instructions	Were the instructions followed?	<i>Yes, James made the milk shake.</i>
Date completed <i>05/04/06</i>	OCR Model Task 2 or Alternative Task	Used <input checked="" type="checkbox"/> Attached <input type="checkbox"/>
c) Listen and respond to one request for personal information	What personal information was given?	Tick at least one: Name <input checked="" type="checkbox"/> Address <input checked="" type="checkbox"/> Age <input type="checkbox"/> Date of birth <input type="checkbox"/> Phone number <input type="checkbox"/> Other <input type="checkbox"/>
Date completed <i>11/02/06</i>	OCR Model Task 3 or Alternative Task	Used <input checked="" type="checkbox"/> Attached <input type="checkbox"/>
d) Take part in simple exchanges	What was requested?	<i>Fish and chips</i>
	What question was asked?	<i>How much is a cup of tea?</i>
Date completed <i>22/03/06</i>	OCR Model Task 4 or Alternative Task	Used <input checked="" type="checkbox"/> Attached <input type="checkbox"/>
e) Engage in simple discussion	What fact was stated?	<i>I eat fish every Friday.</i>
	What was their opinion?	<i>I think salad is healthy.</i>
	How did they feel?	<i>I love cooking.</i>

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 1: SPEAKING AND LISTENING (ENTRY 1)

### CANDIDATE EVIDENCE SHEET

<b>NCN:</b>	<b>Candidate signature:</b>	
<b>Assessment requirement</b>	<b>Tutor signature:</b>	
<b>Date completed</b>	<b>OCR Model Task 1 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>a) Listen to one short explanation</b>	What was the gist?	
	What detail was heard?	
<b>b) Follow single step instructions</b>	Were the instructions followed?	
<b>Date completed</b>	<b>OCR Model Task 2 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>c) Listen and respond to one request for personal information</b>	What personal information was given?	Tick at least one: Name <input type="checkbox"/> Address <input type="checkbox"/> Age <input type="checkbox"/> Date of birth <input type="checkbox"/> Phone number <input type="checkbox"/> Other <input type="checkbox"/>
<b>Date completed</b>	<b>OCR Model Task 3 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>d) Take part in simple exchanges</b>	What was requested?	
	What question was asked?	
<b>Date completed</b>	<b>OCR Model Task 4 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>e) Engage in simple discussion</b>	What fact was stated?	
	What was their opinion?	
	How did they feel?	

## UNIT 2: READING (ENTRY 1)

### Learning outcomes

At this level candidates can read and understand short texts with repeated language patterns on familiar topics. Candidates will be able to read and obtain information from common signs and symbols.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
1 Follow short narratives	<p>Narratives such as simple newspaper or magazine stories, personal letters or emails</p> <p>Texts to include:</p> <ul style="list-style-type: none"> <li>• familiar words</li> <li>• high frequency words</li> <li>• simple sentences</li> <li>• punctuation</li> <li>• letters in upper and lower case</li> <li>• titles or headings</li> </ul> <p>Texts to be on a familiar topic to aid decoding</p>	<p>Rt/E1.1</p> <p>Rw/E1.1</p> <p>Rs/E1.1</p> <p>Rw/E1.3</p> <p>RwE1.2</p>
2 Identify purposes of texts	<p>Texts such as greetings cards, advertisements, notices, appointment cards, shopping lists, tickets</p> <p>Purposes eg to show you how to make a cake, to tell you something is cheap to buy, to let you know what temperature to wash a jumper</p>	Rt/E1.2
3 Obtain meaning from signs and symbols	<p>Signs and symbols such as those found in the workplace, in shops, in the street, on products</p> <p>Signs to include:</p> <ul style="list-style-type: none"> <li>• words in upper case</li> <li>• words in lower case</li> </ul>	<p>Rt/E1.2</p> <p>Rw/E1.1</p>

### Assessment requirements

This unit is centre assessed and OCR moderated.

Candidates must be able to:

- a) Read and understand **one** short narrative on a familiar topic or experience
- b) Recognise the purposes of **two** texts
- c) Recognise **one** sign and **one** symbol.

## Guidance on delivery

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is expected that tutors/teachers will use the suggestions in the Adult Literacy Core Curriculum as a basis for activities.

## Guidance on assessment and evidence

In order to achieve this unit, candidates must demonstrate that they have achieved all the assessment requirements for this unit.

Only candidate work that directly meets the assessment requirements should be submitted to OCR. To assist teachers/tutors, OCR has designed Candidate Evidence Sheets for use with the model assignment.

In collecting evidence centres can do any of the following:

- 1 Use the OCR model assignment
- 2 Freely adapt the OCR model assignment either the whole or in part
- 3 Gather evidence through naturally occurring situations

If the model assignment is not used and centres choose to use different texts they can:

- substitute a text and questions of a similar length and complexity for a) eg a simple description of where they live or their family
- integrate the testing of assessment requirements b)-c) through these texts eg a weather symbol attached to sentences about sunny days
- test any assessment requirement discretely eg show understanding of a computer icon.

All assessment requirements must be tested and the candidate evidence must identify clearly where these have been met.

Copies of substitute texts must be submitted. If there is a large cohort of students using the same texts, the centre need only submit one copy of the texts used.

It is possible for candidates to integrate this unit with work for the Entry Level ICT Skills for Life qualification. Candidates could search for information on the Internet or CD Rom for texts and associated images or read instructions relating to the use of the computer.

All evidence must be assessed and internally moderated by the centre before submission to OCR. Evidence should be posted to the OCR Examiner-moderator inside the Assessment Record Folder for this qualification. Centres should note that submitted evidence is not returned.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all assessment requirements have been met.

## Tutor notes for model assignment

The tasks in the model assignment can be freely adapted so that the chosen topics match the interests and needs of the candidates.

In this particular model assignment, the chosen topic matches the topic in the model assignments for the Speaking & Listening and Writing units. However, tutors are free to choose different topics for each unit and also different topics for tasks within a unit. If a candidate does not meet all the assessment requirements when completing the assignment or does not reach the required standard in some sections, they may carry out discrete tasks to achieve those assessment requirements on other occasions.

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 2: READING (ENTRY 1)

### MODEL ASSIGNMENT

#### TUTOR INSTRUCTIONS

Tutors **may** read the instructions and questions and scribe answers for the candidate on the Candidate Evidence Sheets.

Tutors must **NOT** read the words in **bold**. These **MUST** be read by the candidate.

Tutors must assess all candidate work. Evidence of marking must be shown for all tasks.

The model assignment covers all of the assessment requirements for this unit. The list below indicates where each assessment requirement is tested.

#### Task 1

This task covers assessment requirement:

- a) Read and understand one short narrative on a familiar topic or experience.

#### Task 2

This task covers assessment requirement:

- b) Recognise the purpose of **two** texts.

#### Task 3

This task covers assessment requirement:

- c) Recognise **one** sign.

#### Task 4

This task covers assessment requirement:

- c) Recognise **one** symbol.

**OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 2: READING (ENTRY 1)**

**MODEL ASSIGNMENT**

**CANDIDATE EVIDENCE SHEET**

Candidate name: .....

**Task 1**

Read the sentences below.

On Monday Sally makes a sandwich to take to work. She likes cheese in her sandwich. She also puts an apple and a carton of fruit yoghurt in her lunchbox. Her friend Bill likes to have a hot meal at lunchtime. Every Wednesday they both go to the canteen together. Sometimes after work on a Friday they go to the chip shop. Bill likes sausages with his chips but Sally always has fish.

i) Name one of the things Sally puts in her lunchbox.

\_\_\_\_\_

ii) When do Sally and Bill go to the canteen?

\_\_\_\_\_

iii) What does Bill like to eat with his chips?

\_\_\_\_\_

## Task 2

A



B



C

June
Mon 1 <sup>st</sup> <i>Doctor 2pm</i>
Tues 2 <sup>nd</sup> <i>Meet Mary after work</i>
Wed 3 <sup>rd</sup>
Thurs 4 <sup>th</sup> <i>Go Shopping</i>
Fri 5 <sup>th</sup>

i) Which of these is a diary?

---

ii) Which of these is a shopping list?

---

## Task 3

Look at these signs.

Sign A



Sign B



Sign C



Which sign tells you this is the way out? \_\_\_\_\_

## Task 4

Look at these symbols.

Sign A



Sign B



Sign C



Which symbol shows the toilet for the disabled? \_\_\_\_\_

If scribed by the tutor please complete the following:

I confirm that I have scribed the candidate's responses accurately as given.

Tutor's signature: ..... Date: .....

**OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 2: READING (ENTRY 1)**

**CANDIDATE EVIDENCE CHECKLIST**

(Only use this checklist if you have not used the OCR model assignment as this is already clearly referenced)

**Candidate name:** .....

**Identify where the candidate has:**

	Text	Task number	Ref/Page number
a) Read and understood <b>one</b> short narrative on a familiar topic or experience			
b) Recognised the purpose of <b>two</b> texts			
c) Recognised one sign			
d) Recognised one symbol			

## UNIT 3: WRITING (ENTRY 1)

### Learning outcomes

At this level candidates are able to write to communicate to an intended audience.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
1 Write words using correct spelling	Spell correctly: <ul style="list-style-type: none"> <li>• personal words</li> <li>• key words</li> <li>• familiar words</li> <li>• high frequency words</li> <li>• personal details</li> <li>• using upper and lower case</li> <li>• words using common and regular spelling patterns</li> </ul>	Ww/E1.1  Ww/E1.2  Ww/E1.3
2 Write sentences using correct grammar and punctuation	Write: <ul style="list-style-type: none"> <li>• simple sentences</li> <li>• using full stops</li> <li>• using a capital letter at the beginning of sentences</li> <li>• using a capital letter for the personal pronoun 'I'</li> </ul>	Ws/E1.1  Ws/E1.2  Ws/E1.3
3 Write to communicate	Write documents eg forms, lists, notes, messages, records  Record or present information considering: <ul style="list-style-type: none"> <li>• context</li> <li>• audience</li> <li>• purpose</li> </ul> Organise writing: <ul style="list-style-type: none"> <li>• select best style</li> <li>• use written words, phrases</li> </ul>	Wt/E1.1    Wt/E1.1

### Assessment requirements

This unit is centre assessed and OCR moderated.

In order to achieve this unit candidates must:

- a) Spell correctly some personal key words and familiar words
- b) Write the letters of the alphabet using upper and lower case

- c) Construct a simple sentence, punctuating it with a capital letter and a full stop and using a capital letter for personal pronoun "I" where necessary
- d) Use written words and phrases to record or present information.

### Guidance on delivery

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is expected that tutors/teachers will use the suggestions in the Adult Literacy Core Curriculum as a basis for activities.

Wherever possible, candidates should be encouraged to practise their writing skills in situations appropriate to adults eg write an email, notes, message, list.

Tutors/teachers may choose to base all the writing activities around a particular vocational subject area or the work may cover a variety of topics.

It is possible for candidates to integrate this unit with work for the Entry Level ICT Skills for Life qualification. Candidates can word process the tasks for this unit.

### Guidance on assessment and evidence

In order to achieve this unit, candidates must demonstrate that they have achieved all the assessment objectives for this unit.

Only candidate work that directly meets the assessment requirements should be submitted to the OCR Examiner-moderator. Centres should note that submitted evidence is not returned.

In collecting evidence centres can do any of the following:

- 1 Use an OCR model assignment
- 2 Freely adapt the OCR model assignment either the whole or in part
- 3 Gather evidence through naturally occurring situations

All evidence must be assessed and internally moderated by the centre before submission to OCR. Evidence should only be submitted when the centre assessor is satisfied that all assessment requirements have been met.

All evidence should relate to individual candidates and not whole groups. Candidates must complete the tasks independently. Responses may be word processed, however, one task must be handwritten.

To assist teachers/tutors, OCR has designed Candidate Evidence Sheets. When completed, these provide sufficient evidence to show all assessment requirements have been met.

If the OCR Candidate Evidence Sheets are **NOT** used and other forms of evidence are submitted, they must be accompanied by appropriate documentation to identify precisely where individual candidates have met the assessment requirements.

## Marking guidance

For each task, there is a focus on one assessment requirement. It is expected that the evidence for this specific assessment requirement will be correct and completed independently. However, there may be other literacy errors in this work. For example, in Task 3 to meet assessment requirement c), the candidate will write a simple sentence. If the sentence starts with a capital letter, ends with a full stop and uses a capital letter for 'I' appropriately then the evidence is acceptable. There may be spelling errors and some other incorrect use of lower and upper case but the work meets the specific assessment requirement. Feedback should be given to the candidate and they should be encouraged to correct their work.

## Tutor notes for model assignment

The tasks in the model assignment can be freely adapted so that the chosen topics match the interests and needs of the candidates.

In this particular model assignment, the topics chosen match the topics in the model assignments for the Speaking & Listening and Reading units. However, tutors are free to choose different topics for each unit and also different topics for tasks within a unit.

In the model assignment the phrases in bold can be simply changed to offer a different context or topic. For example:

Write one sentence about **what you like to do on your holiday**.

This could be changed to:

Write one sentence about **a meal you have enjoyed**.

If candidates do not meet all the assessment requirements through the tasks or do not reach the required standard, they may carry out discrete tasks to achieve those assessment requirements on other occasions.

Candidate Evidence Sheets are provided on which candidates can write their responses to the tasks. Evidence can also be recorded on a separate piece of paper or generated on a word processor.

## **OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 3: WRITING (ENTRY 1)**

### **MODEL ASSIGNMENT**

#### **TUTOR INSTRUCTIONS**

- There is no limit to the amount of time candidates can be given to prepare for tasks.
- Tutors may read the instructions but candidates must write their own responses.
- The phrases in bold can be changed to offer a different context or topic.
- All candidate work must be marked by the tutor.
- Evidence of marking must be shown on all tasks.

#### **Task 1**

This task covers assessment requirement:

- a) Spell correctly some personal key words and familiar words.

#### **Task 2**

This task covers assessment requirement:

- b) Write the letters of the alphabet using upper and lower case.

#### **Task 3**

This task covers assessment requirement:

- c) Construct a simple sentence, punctuating it with a capital letter and a full stop and using a capital letter for personal pronoun "I" where necessary.

#### **Task 4**

This task covers assessment requirement:

- d) Use written words and phrases to record or present information.

OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 3: WRITING (ENTRY 1)

MODEL ASSIGNMENT

CANDIDATE EVIDENCE SHEET

Candidate name: .....

Task 1

Write a list of **equipment** for a kitchen. The list has been started for you. Add four more items to the list.

*Kitchen equipment:*

food mixer

---

---

---

---

---

## Task 1 (continued)

Write your name and address on the coupon below:

✂ -----  
25p off Supertaste Butter!

Please fill in your name and address below.

Name: .....

Address: .....

.....

.....

Postcode: .....

✂ -----

## Task 2

Write these words in capital letters. The first words are written for you.

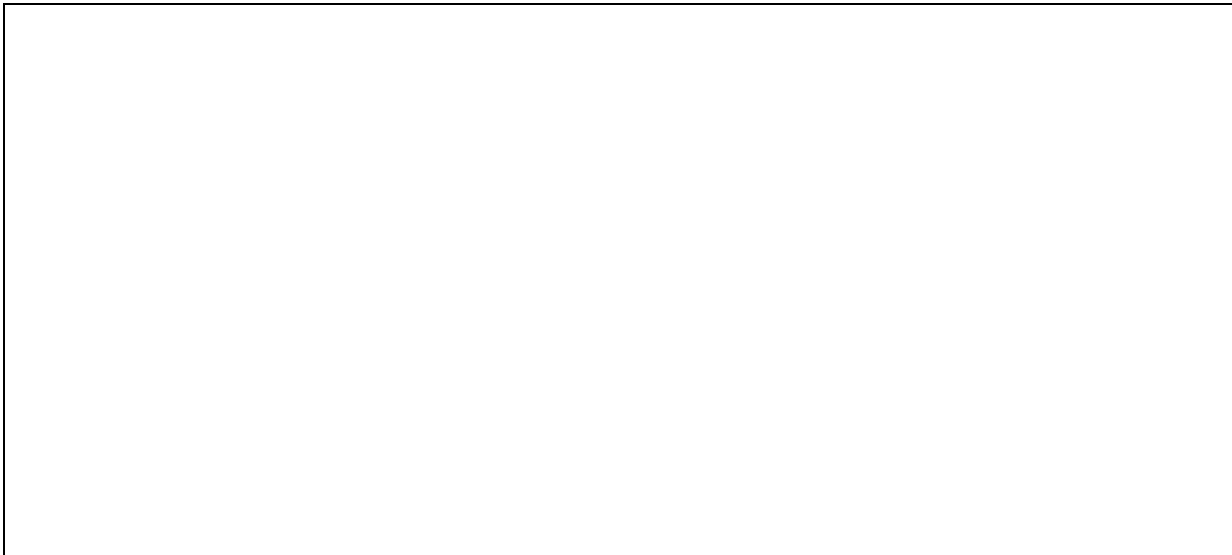
No smoking	NO SMOKING
Wash your hands	

Write these words in lower case letters. The first words are written for you.

TOURIST INFORMATION	tourist information
TICKET OFFICE	

**Task 3**

Write one sentence about **what you like to do on your holiday**. Use the space below or you can use your own paper.



**Task 4**

Write a short message to a **friend asking them to come on a coach trip with you**. Use 5-10 words. Use the space below or you can use your own paper.



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## UNIT 4: SPEAKING AND LISTENING (ENTRY 2)

### Learning outcomes

At this level candidates are able to listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions. Candidates are able to speak to communicate information, feelings and opinions on familiar topics. They are able to engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
1 Listen and respond to spoken language	Listen for: <ul style="list-style-type: none"> <li>• gist and detail in explanations, instructions and narratives</li> <li>• main points of short explanations or presentations</li> </ul> Follow straightforward explanations and instructions Identify simply expressed feelings and opinions Respond to straightforward questions about familiar topics	SLlr/E2.1 SLlr/E2.2 SLlr/E2.3  SLlr/E2.4  SLlr/E2.5  SLlr/E2.6
2 Speak to communicate	Speak clearly: <ul style="list-style-type: none"> <li>• in straightforward exchanges</li> <li>• on familiar topics</li> </ul> Communicate: <ul style="list-style-type: none"> <li>• make requests</li> <li>• ask questions</li> <li>• make statements of fact in short accounts and descriptions</li> <li>• express feelings and opinions</li> <li>• ask questions to clarify understanding</li> </ul>	SLlc/E2.1  SLlc/E2.2 SLlc/E2.3  SLlc/E2.4
3 Engage in discussion	Take part in a straightforward discussion: <ul style="list-style-type: none"> <li>• on familiar topics</li> <li>• in familiar situations</li> <li>• follow the gist</li> <li>• follow the main points</li> <li>• make appropriate contributions</li> <li>• express shared understanding</li> </ul>	SLld/E2.1  SLld/E2.2

## Assessment requirements

This unit is centre assessed and OCR moderated.

In order to achieve this unit candidates must:

- a) Listen to **one** straightforward explanation
  - for gist
  - for detail
- b) Follow **one** set of straightforward instructions
- c) Take part in straightforward exchanges
  - make a request using appropriate terms
  - ask a question to obtain specific information
  - ask a question to clarify understanding
  - respond to a straightforward question
  - speak clearly to be heard and understood
- d) Engage in a straightforward discussion
  - make **two** statements of fact in short accounts and descriptions
  - express **one** feeling and give **one** opinion
- e) Review a straightforward discussion
  - follow the gist
  - identify **two** main points
  - identify **one** simply expressed feeling and **one** opinion.

## Guidance on delivery

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is expected that tutors/teachers will use the suggestions in the Adult Literacy Core Curriculum as a basis for activities.

Wherever possible candidates should be encouraged to practise their speaking and listening skills in situations appropriate to adults, eg making an appointment with a doctor, booking a taxi, asking the way to get to the station, explaining about problems with money. Suitable topics for discussion could include, Health and Safety in the college, leisure activities such as watching television or a hobby, where they live, jobs and training they would like to do, another curriculum subject they are studying.

Discussions can take place in a group or on an individual basis.

Tutors/teachers may choose to base all the speaking and listening activities around a particular vocational subject area or the work may cover a variety of topics.

Throughout the unit, candidates could gather evidence through naturally occurring situations. However, although in delivery it is expected that centres will integrate the speaking and listening elements for Assessment Objectives 1-3, for assessment purposes, it may be easier to carry out some of the listening requirements as discrete tasks.

### **Guidance on assessment and evidence**

In order to achieve this unit, candidates must demonstrate that they have achieved all the assessment objectives by collecting evidence for each assessment requirement.

Only candidate work that directly meets the assessment requirements should be submitted to the OCR Examiner-moderator. Centres should note that submitted evidence is not returned.

In collecting evidence centres can do any of the following:

- 1 Use an OCR model assignment
- 2 Freely adapt the OCR model assignment either the whole or in part
- 3 Gather evidence through naturally occurring situations

All evidence must be assessed and internally moderated by the centre before submission to OCR.

All evidence should relate to individual candidates and not whole groups.

To assist teachers/tutors, OCR has designed Candidate Evidence Sheets. When completed, these provide sufficient evidence to show all assessment requirements have been met.

Candidate Evidence Sheets for each unit are available in word on the OCR website.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all assessment requirements have been met.

### **Tutor notes for model assignment**

The tasks in the model assignment can be freely adapted so that the chosen topics match the interests and needs of the candidates.

For example suitable topics could include:

- Health and Safety in the college
- leisure activities such as swimming
- visits to tourist attractions
- jobs they would like to do
- another curriculum subject they are studying
- family life and learning.

In this particular model assignment, the topics chosen match the topics in the model assignments for the Reading and Writing units. However, tutors are free to choose different topics for each unit and also different topics for tasks within a unit. In the model assignment the phrases in bold can be simply changed to offer a different context or topic. For example:

Tell the candidates that they are **ordering a meal in a restaurant**.  
They must ask **the waiter/waitress**:

- for **a table for two or for the menu**
- for **the dish of the day or the cost of something on the menu**
- **what ingredients are in the meal or the price of the set menu.**

This could be changed to:

Tell the candidates that they are **buying a ticket at the coach station**.  
They must ask **at the ticket office**:

- for **a ticket to London**
- for **the price of the ticket or the time of the coach**
- **for special offers on ticket prices.**

If candidates do not meet all the assessment requirements through the tasks or do not reach the required standard they may carry out discrete tasks to achieve those assessment requirements on other occasions.

If the discussion takes place in a group, it should not be too large so that everyone has the opportunity to make a significant contribution to the discussion.

Candidate Evidence Sheets are provided on which candidate responses can be recorded. Tutors should record what the candidate said to meet the assessment requirements. The evidence can be either the candidate's own words verbatim or the gist of what the candidate said except where detail is asked for and the exact words should be given. Some candidates may wish to complete some sections of the Candidate Evidence Sheets themselves where appropriate.

A sample Candidate Evidence Sheet is provided at the end of the model assignment to show how the evidence can be recorded.

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 4: SPEAKING AND LISTENING (ENTRY 2)

### MODEL ASSIGNMENT

#### TUTOR INSTRUCTIONS

- There is no limit on the amount of time candidates can be given to prepare for tasks.
- Answers should be recorded on the Candidate Evidence Sheet.
- The phrases in bold can be changed to offer a different context or topic.
- All candidate work must be assessed by the tutor/assessor.

#### Task 1      **Listening Skills**

This task covers assessment requirement:

- a) Listen to **one** straightforward explanation
- for gist
  - for detail.

The following explanation should be read to candidates. You may repeat the instructions if necessary. Candidates may write their own responses on the Candidate Evidence Sheet or you may record their spoken responses.

#### SCRIPT FOR TUTORS

Listen to the following explanation.

**To keep fit, it is important to eat a healthy diet. Everyone should eat five different portions of fruit and vegetables each day. Fruit and vegetables have lots of vitamins. Millions of British people eat too much salt. You should also not eat too much sugar.**

- i) In a few words say what the explanation is about.
- ii) **How many different portions of fruit and vegetables should everyone eat each day?**
- iii) **What do millions of British people eat too much of?**

#### Task 2      **Follow instructions**

This task covers assessment requirement:

- b) Follow **one** set of straightforward instructions.

The following instructions should be read to candidates. You may repeat the instructions if necessary. Candidates may write their own responses on the Candidate Evidence Sheet or you may record their spoken responses.

If the candidate is unable to carry out these instructions, any other simple set of instructions can be used.

### SCRIPT FOR TUTORS

Listen to these instructions.

- **Firstly put the tablecloth on the table**
- **Then put out the table mats**
- **Get the cutlery**
- **Put the knife on the right hand side**
- **Put the fork on the left hand side**
- **Finally put the spoon beside the knife.**

- i) What are the instructions about?
- ii) When **do you put the table mats on the table?**
- iii) Where **do you put the spoon?**
- iv) Follow these instructions **and lay the table.**

### Task 3 Speaking Skills

This task covers assessment requirement:

- c) Take part in straightforward exchanges
  - make a request using appropriate terms
  - ask a question to obtain specific information
  - ask a question to clarify understanding
  - respond to a straightforward question
  - speak clearly to be heard and understood.

The following task could be either carried out in a real context **or** through role play. Tell the candidates that **they are ordering a meal in a restaurant**. They must ask the **waiter/waitress**:

- for **a table for two or for the menu**
- for **the dish of the day or the cost of something on the menu**
- what **ingredients are in the meal or the price of the set menu?**

**When the waiter/waitress asks them what they want to drink, they should be prepared to**

- **give their choice for a drink.**

#### Task 4 Discussion

This task covers assessment requirement:

- d) Engage in a straightforward discussion
- make **two** statements of fact in short accounts and descriptions
  - express **one** feeling and give **one** opinion.

Tell the candidates that they will take part in a discussion on **food and cooking**. There is no limit to the amount of time candidates can be given to prepare for this task.

Tell the candidates they should be prepared to talk about:

- **what meals they like**
- **what kitchen equipment they think is easy to use or most useful**
- **what type of food they think is healthy**
- **how they feel about trying new food**
- **how they have made or helped to make a meal or part of a meal.**

Remind the candidates that they must:

- speak clearly and loud enough to be heard
- listen to others and give them a chance to speak.

#### Task 5 Review of the discussion

This task covers assessment requirement:

- e) Review a straightforward discussion
- follow the gist
  - identify **two** main points
  - identify **one** simply expressed feeling and **one** opinion.

After the discussion ask the candidates to give:

- the gist of the discussion
- **two** points made in the discussion
- a feeling and an opinion expressed in the discussion.

**OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 4: SPEAKING AND LISTENING (ENTRY 2)**

**SAMPLE CANDIDATE EVIDENCE SHEET**

<b>NCN:</b> 99999	<b>Candidate signature:</b>	<i>James O'Callaghan</i>
<b>Assessment requirement</b>	<b>Tutor signature:</b>	<i>Ann Assessor</i>
<b>Date completed</b> <i>12/01/06</i>	<b>OCR Model Task 1 or Alternative Task</b>	<b>Used</b> <input checked="" type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>a) Listen to one straightforward explanation</b>	What was the gist?	<i>It's about healthy eating and diet.</i>
	What detail was heard?	<i>i) Five portions ii) Salt</i>
<b>Date completed</b> <i>05/04/06</i>	<b>OCR Model Task 2 or Alternative Task</b>	<b>Used</b> <input checked="" type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>b) Follow straightforward instructions</b>	Were the instructions followed?	<i>Yes, James set the table.</i>
<b>Date completed</b> <i>05/04/06</i>	<b>OCR Model Task 3 or Alternative Task</b>	<b>Used</b> <input checked="" type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>c) Take part in straightforward exchanges</b>	What was requested?	<i>Can I have a table for two please?</i>
	What question was asked?	<i>What is the set menu today, please?</i>
	What question was asked to clarify understanding?	<i>What type of soup is it, please?</i>

(continued)

## Sample Evidence

	What was the response to a straightforward question?	<i>James asked for a beer with his meal.</i>
<b>Date completed</b> <i>22/03/06</i>	<b>OCR Model Task 4</b> or <b>Alternative Task</b>	<b>Used</b> <input checked="" type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>d) Engage in straightforward discussion</b>	What statements of fact were made?	<i>i) I love Mexican food, especially chill con carne. ii) The electric whisk is difficult to use.</i>
	What feeling was expressed?	<i>I get stressed if the kitchen is really busy.</i>
	What opinion was given?	<i>I think fish is good for you.</i>
<b>Date completed</b> <i>11/02/06</i>	<b>OCR Model Task 5</b> or <b>Alternative Task</b>	<b>Used</b> <input checked="" type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>e) Review a straightforward discussion</b>	What was the gist?	<i>It was about food and meals.</i>
	What points were identified?	<i>i) The microwave can bake potatoes quickly. ii) Most people like trying different foods.</i>
	What feeling was expressed?	<i>Rashid said he loves spicy food.</i>
	What opinion was given?	<i>Dave thought chips are bad for you.</i>

**OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 4: SPEAKING AND LISTENING (ENTRY 2)**

**CANDIDATE EVIDENCE SHEET**

<b>NCN:</b>	<b>Candidate signature:</b>	
<b>Assessment requirement</b>	<b>Tutor signature:</b>	
<b>Date completed</b>	<b>OCR Model Task 1 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>a) Listen to one straightforward explanation</b>	What was the gist?	
	What detail was heard?	i) ii)
<b>Date completed</b>	<b>OCR Model Task 2 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>b) Follow straightforward instructions</b>	Were the instructions followed?	
<b>Date completed</b>	<b>OCR Model Task 3 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>c) Take part in straightforward exchanges</b>	What was requested?	
	What question was asked?	
	What question was asked to clarify understanding?	

(continued)

	What was the response to a straightforward question?	
<b>Date completed</b>	<b>OCR Model Task 4 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>d) Engage in straightforward discussion</b>	What statements of fact were made?	i)  ii)
	What feeling was expressed?	
	What opinion was given?	
<b>Date completed</b>	<b>OCR Model Task 5 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>e) Review a straightforward discussion</b>	What was the gist?	
	What points were identified?	i)  ii)
	What feeling was expressed?	
	What opinion was given?	

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## UNIT 5: READING (ENTRY 2)

### Learning outcomes

At this level candidates can read and understand short, straightforward texts on familiar topics. Candidates will be able to read and obtain information from short documents, familiar sources and signs and symbols.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
The texts used in Assessment Objectives 1-5 should be on familiar topics and be read accurately and independently by the candidate.		
1 Read and understand a chronological text	<p>Texts such as newspaper stories, magazine articles, letters, books:</p> <ul style="list-style-type: none"> <li>to include linking words</li> <li>high frequency words and words with common spelling patterns</li> </ul> <p>Demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>identifying main events</li> <li>obtaining information</li> <li>predicting plausible meanings</li> <li>using punctuation and capitalisation</li> </ul>	<p>Rt/E2.1</p> <p>Rs/E2.1 Rw/E2.2</p> <p>Rt/E2.1 Rs/E2.2 Rs/E2.3 Rs/E2.4 Rw/E2.3</p>
2 Read and understand an instructional text	<p>Texts such as recipes, motor vehicle instruction manuals, DIY instructions, search instructions on web pages, advice on labels on household products and medication bottles:</p> <ul style="list-style-type: none"> <li>to include linking words and adverbials</li> <li>high frequency words and words with common spelling patterns</li> </ul> <p>Demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>identifying sequencing within texts</li> <li>obtaining information</li> <li>predicting plausible meanings</li> </ul>	<p>Rt/E2.1</p> <p>Rs/E2.1 Rw/E2.2</p> <p>Rs/E2.1 Rs/E2.2 Rs/E2.3</p>
3 Identify purposes of texts	<p>Texts such as letters, advertisements, invoices, TV listings, DIY manuals, recipes, magazine stories, news reports:</p> <p>Purposes:</p> <ul style="list-style-type: none"> <li>to explain, inform, instruct, entertain</li> </ul>	<p>Rt/E2.2</p>

4	Obtain information Sources of information such as directories, encyclopaedias, web pages, newspaper pages, catalogues, maps: <ul style="list-style-type: none"> <li>• Identify common sources for different uses</li> <li>• Use illustrations and captions to locate information eg magazine headings, titles of newspaper stories, illustrations in instructional manuals, photographs in magazines, pictures in catalogues</li> <li>• Find the meaning of unfamiliar words in a simplified dictionary</li> </ul>	Rt/E2.3 Rt/E2.4 Rw/E2.4
5	Use other text and word level skills Read and understand words and phrases used on forms Obtain information from signs and symbols Use initial letters to sequence words in alphabetical order	Rw/E2.1 Rw/E2.5

### Assessment requirements

This unit is centre assessed and OCR moderated.

Candidates must be able to:

- a) Read, understand and obtain information from **one** short straightforward instructional and **one** short straightforward chronological text
- b) Recognise the purpose of the **two** texts
- c) Identify **two** common sources of information
- d) Use illustrations and captions to locate information in **two** sources of information
- e) Use a simplified dictionary to find the meaning of **two** unfamiliar words
- f) Use initial letters to sequence **five** words in alphabetical order
- g) Read and understand at least **three** words on **one** form related to personal information
- h) Obtain information from signs and symbols on **one** occasion for each.

### Guidance on delivery

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is expected that tutors/teachers will use the suggestions in the Adult Literacy Core Curriculum as a basis for activities.

## Guidance on assessment and evidence

In order to achieve this unit, candidates must demonstrate that they have achieved all the assessment requirements.

In collecting evidence centres can do any of the following:

- 1 Use an OCR model assignment
- 2 Freely adapt the OCR model assignment either the whole or in part
- 3 Gather evidence through naturally occurring situations

Only candidate work that directly meets the assessment requirements should be submitted to OCR. To assist teachers/tutor, OCR has designed Candidate Evidence Sheets for use with the model assignment. In the model assignment, each text covers a number of assessment requirements. If the model assignment is not used, and centres choose to use different texts, they can:

- substitute texts and questions of a similar length and complexity for a) eg a newspaper article, instructions on packaging. The text should be of sufficient length to include a number of familiar and key words.
- integrate the testing of assessment requirements b) to h) through these texts eg use pictures to help you understand instructions, use the dictionary to explain any unfamiliar word.
- test any assessment requirement discretely eg show understanding of a form.

All assessment requirements must be tested and the candidate evidence must identify clearly where these have been met.

Copies of substitute texts must be submitted. If there is a large cohort of students using the same tests, the centre need only submit one copy of the tests used.

It is possible for candidates to integrate this unit with work for the Entry Level ICT Skills for Life qualification. Candidates could search for information on the Internet or CD Rom for texts and associated images or read instructions relating to the use of the computer.

All evidence must be assessed and internally moderated by the centre before submission to OCR. Evidence should be posted to the OCR Examiner-moderator inside the Assessment Record Folder for this qualification. Centres should note that submitted evidence is not returned.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all assessment requirements have been met.

## Tutor notes for model assignment

The tasks in the model assignment can be freely adapted so that the chosen topics match the interests and needs of the candidates. In this particular model assignment, the topic chosen match the topic in the model assignments for the Speaking & Listening and Writing units. However, tutors are free to choose different topics for each unit and also different topics for tasks within a unit.

If a candidate does not meet all the assessment requirements when completing the assignment or does not reach the required standard in some sections, they may carry out discrete tasks to achieve those assessment requirements on other occasions.

Tutors may read the instructions and questions and scribe answers for the candidates on the Candidate Evidence Sheets.

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 5: READING (ENTRY 2)

### MODEL ASSIGNMENT

#### TUTOR INSTRUCTIONS

Tutors **may** read the task instructions and questions and scribe the answers for the candidates on the Candidate Evidence Sheets.

Candidates **must** read the texts themselves unaided. In Text 2, for Task 5, if the candidate has not completed the form independently then the tutor can witness that the candidate has read and understood at least **three** words.

Tutors must assess all candidate work. Evidence of marking must be shown on all tasks.

The model assignment covers all the assessment requirements for this unit. The list below indicates where each assessment requirement is tested.

#### TEXT 1 (chronological)

This text covers assessment requirements a), b), c), d), e), h).

##### Task 1

- a) Read, understand and obtain information from **one** short straightforward chronological text.
- b) Recognise the purpose of the text.
- d) Use illustrations and captions to locate information.

##### Task 2

- e) Use a simplified dictionary to find the meaning of an unfamiliar word.

##### Task 3

- c) Identify common sources of information.

##### Task 4

- a) Read, understand and obtain information from one short, straightforward chronological text.

##### Task 5

- h) Obtain information from signs.

##### Task 6

- h) Obtain information from symbols.

#### TEXT 2 (instructional)

This text covers assessment requirements a), b), c), d), e), f), g).

##### Task 1

- a) Read, understand and obtain information from **one** short straightforward instructional text.
- b) Recognise the purpose of the text.
- d) Use illustrations and captions to locate information in **two** sources of information.

**Task 2**

e) Use simplified dictionary to find the meaning of an unfamiliar word.

**Task 3**

c) Identify common sources of information.

**Task 4**

f) Use initial letters to sequence **five** words in alphabetical order.

**Task 5**

g) Read and understand at least **three** words on **one** form related to personal information.

OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 5: READING (ENTRY 2)

MODEL ASSIGNMENT

TEXT 1

CANDIDATE EVIDENCE SHEET

Candidate name: .....

### Tricia's Diary

#### Thursday

I went shopping with Fred in his car. The shops were hot and overcrowded. After a while I went home and watched Eastenders on television.

#### Friday

I went to work. It rained all day. I felt very cold and tired when I got home so I went to bed early.

#### Saturday

I visited the park with Jack and the dog. It was very sunny. There were lots of children playing football and running around.

#### Sunday

- When I got home I cooked the vegetables and meat.
- Next I laid the table and served the food.
- We did enjoy our meal!
- In the morning I went to the supermarket and bought some lamb chops, vegetables and a chocolate pudding.

## Read Text 1 - Tricia's Diary

### Task 1

- a) Circle the headings that show you where to look in order to find out what Tricia did at the weekend.
- b) Where did Tricia go on Saturday? \_\_\_\_\_
- c) Which one of the following gives the purpose of the text? (Tick one)
- To advertise meat and vegetables
  - To tell you what Tricia does each day
  - To explain how to cook a meal
  - To inform you where Tricia lives

### Task 2

Look up the following word in a dictionary and give its meaning.

overcrowded \_\_\_\_\_

### Task 3

Which one of these will tell you what time the TV programme *Eastenders* is on in the evening? (Tick one)

- An advert for clocks
- The television listings
- A telephone directory
- A map of a town

### Task 4

Look at what Tricia did on Sunday. The events are out of order. Number them to show the correct order they should be in.

(Text 1 continued)

### Task 5

Tricia saw this sign when she went to the supermarket.

**PLEASE COLLECT AND RETURN YOUR  
TROLLEY HERE. THANK YOU.**

Where at the supermarket would she have seen this sign? (Tick one)

- At the supermarket petrol station
- At the checkout
- In the car park
- At the fish counter

### Task 6

Tricia looked at a weather map in her newspaper.  
She saw the following symbol against Monday.  
What does the symbol mean?



---

## TEXT 2

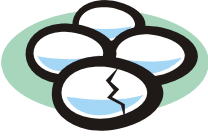

## CANDIDATE EVIDENCE SHEET


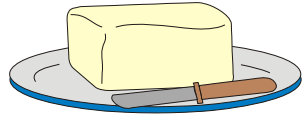
Candidate name: .....

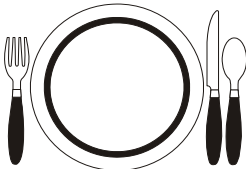
### Cooking Today

Making an omelette

1. Crack three eggs into a small bowl
2. Mix the eggs together with a whisk
3. Then melt some butter in a frying pan
4. Pour in the egg
5. Cook until set
6. Slide onto a plate



## Read TEXT 2 - Cooking Today

## Task 1

- a) Circle the pictures that show the food you need to make an omelette.
- b) What do you melt in the frying pan? \_\_\_\_\_
- c) Which of the following is the purpose of this text? (Tick one)
- To tell a joke about food
  - To persuade you to eat fruit
  - To tell you how to cook food
  - To advertise food and drink

(Text 2 continued)

### Task 2

Look up the following word in a dictionary and give its meaning.

Omelette \_\_\_\_\_

### Task 3

Apart from a book, name one other place where you could find recipes to read.

\_\_\_\_\_

### Task 4

These words appear in the index of a cookery book. Place them in alphabetical order.

Fruit            Jam            Gravy            Bread            Tuna

1	
2	
3	
4	
5	

Please turn over

(Text 2 continued)

### Task 5

Either complete the order form below or circle **three** of the words in bold that you can read and understand. Explain to your tutor what these words mean.

<b>Order Form</b>	
Fill in your personal details here to order the new edition of <b>Cooking Today</b> – the most up-to-date book for cooks.	
<b>Surname</b>	
<b>First name</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Telephone number</b>	
<b>Hobbies</b>	

#### Tutor witness statement:

Candidate ..... has read and explained the circled words.

Tutor name: ..... Date: .....

If scribed by tutor please complete the following:

I confirm that I have scribed the candidate's responses accurately as given.

Tutor's signature: ..... Date: .....

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 5: READING (ENTRY 2)

### CANDIDATE CHECKLIST

(Only use this checklist if you have not used the OCR model assignment as this is already clearly referenced)

**Candidate name:** .....

**Identify where the candidate has:**

	Text	Task number	Ref/Page number
a) Read, understood and obtained information from <b>one</b> straightforward <b>instructional</b> text			
Read, understood and obtained information from <b>one</b> straightforward <b>chronological</b> text			
b) Recognised the purpose of <b>two</b> texts			
c) Identified <b>two</b> common sources of information			
d) Used illustrations and captions to locate information in <b>two</b> sources of information			
e) Found the meaning of <b>two</b> unfamiliar words in a simplified dictionary			
f) On <b>one</b> occasion used initial letters to sequence <b>five</b> words in alphabetical order			
g) Read and understood at least <b>three</b> words on <b>one</b> form related to personal information			
h) Obtained information from signs and symbols on <b>one</b> occasion for each			

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## UNIT 6: WRITING (ENTRY 2)

### Learning outcomes

At this level candidates are able to write to communicate information with some awareness of the intended audience.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
1 Write legibly using correct spelling	Spell correctly: <ul style="list-style-type: none"> <li>• familiar common words</li> <li>• key words</li> <li>• high frequency words</li> <li>• personal details</li> <li>• words using regular spelling patterns</li> <li>• plural words</li> </ul> Produce legible text that is: <ul style="list-style-type: none"> <li>• handwritten</li> <li>• neat</li> </ul>	Ww/E2.1  Ww/E2.2  Ww/E2.3
2 Write using correct grammar and punctuation	Write: <ul style="list-style-type: none"> <li>• simple sentences</li> <li>• compound sentences</li> <li>• using adjectives</li> <li>• using full stops and question marks</li> <li>• using a capital letter for proper nouns</li> </ul>	Ws/E2.1 Ws/E2.2 Ws/E2.3 Ws/E2.4
3 Write to communicate	Write documents eg forms, lists, notes, messages, records, emails, simple narratives  Record or present information considering: <ul style="list-style-type: none"> <li>• context</li> <li>• audience</li> <li>• purpose</li> </ul> Organise writing: <ul style="list-style-type: none"> <li>• select best style</li> <li>• use written words, phrases and/or sentences</li> </ul>	Wt/E2.1   Wt/E2.1

### Assessment requirements

This unit is centre assessed and OCR moderated.

In order to achieve this unit candidates must:

- a) Spell correctly the majority of personal details

- b) Produce legible text
- c) Construct simple sentences:
  - spelling familiar common words correctly
  - using punctuation correctly
  - using adjectives
  - using a capital letter for proper pronouns
- d) Construct compound sentences:
  - using common conjunctions to connect the clauses
  - using punctuation correctly
- e) Use written words and phrases to record or present information:
  - spelling familiar common words correctly.

### **Guidance on delivery**

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is expected that tutors/teachers will use the suggestions in the Adult Literacy Core Curriculum as a basis for activities.

Wherever possible, candidates should be encouraged to practise their writing skills in situations appropriate to adults eg write an email, notes, message, list.

Tutors/teachers may choose to base all the writing activities around a particular vocational subject area or the work may cover a variety of topics.

It is possible for candidates to integrate this unit with work for the Entry Level ICT Skills for Life qualifications. Candidates can work process the tasks for this unit.

### **Guidance on assessment and evidence**

In order to achieve this unit, candidates must demonstrate that they have achieved all the assessment objectives for this unit.

Only candidate work that directly meets the assessment requirements should be submitted to the OCR Examiner-moderator. Centres should note that submitted evidence is not returned.

In collecting evidence centres can do any of the following:

- 1 Use an OCR model assignment
- 2 Freely adapt the OCR model assignment either the whole or in part
- 3 Gather evidence through naturally occurring situations

All evidence must be assessed and internally moderated by the centre before submission to OCR. Evidence should only be submitted when the centre assessor is satisfied that all assessment requirements have been met.

All evidence should relate to individual candidates and not whole groups.

Candidates must complete the tasks independently. At least one task should be handwritten.

To assist teachers/tutors, OCR has designed Candidate Evidence Sheets. When completed, these provide sufficient evidence to show all assessment requirements have been met.

If the OCR Candidate Evidence Sheets are **NOT** used and other forms of evidence are submitted, they must be accompanied by appropriate documentation to identify precisely where individual candidates have met the assessment requirements.

## Marking guidance

For each task, there is a focus on one assessment requirement. It is expected that the evidence for this specific assessment requirement will be correct and completed independently. However, there may be other literacy errors in this work. For example, in Task 3 to meet assessment requirement c), the candidate will construct simple sentences. If there is correct spelling of familiar common words and use of adjectives then the evidence is acceptable. There may be punctuation errors but the work meets the specific assessment requirement. Feedback should be given to the candidate and they should be encouraged to correct their work.

## Tutor notes for model assignment

The tasks in the model assignment can be freely adapted so that the chosen topics match the interests and needs of the candidates.

In this particular model assignment, the topics chosen match the topics in the model assignments for the Speaking & Listening and Reading units. However, tutors are free to choose different topics for each unit and also different topics for tasks within a unit.

In the model assignment the phrases in bold can be simply changed to offer a different context or topic. For example:

Write a short description of a **place you have visited**.

This could be changed to:

Write a short description of a **television programme you like to watch**.

If candidates do not meet all the assessment requirements through the tasks or do not reach the required standard, they may carry out discrete tasks to achieve those assessment requirements on other occasions.

Candidate Evidence Sheets are provided on which candidates can write their responses to the tasks. Evidence can also be recorded on a separate piece of paper or generated on a word processor.

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 6: WRITING (ENTRY 2)

### MODEL ASSIGNMENT

#### TUTOR INSTRUCTIONS

- There is no limit to the amount of time candidates can be given to prepare for tasks.
- Tutors may read the instructions but candidates must write their own responses.
- The phrases in bold can be changed to offer a different context or topic.
- All candidate work must be marked by the tutor.
- Evidence of marking must be shown on all tasks.

#### Task 1

This task covers assessment requirements:

- a) Spell correctly the majority of personal details
- b) Produce legible text.

#### Task 2

This task covers assessment requirement:

- c) Construct simple sentences:
  - spelling familiar common words correctly
  - using punctuation correctly
  - using a capital letter for proper pronouns.

#### Task 3

This task covers assessment requirement:

- c) Construct simple sentences:
  - spelling familiar common words correctly
  - using adjectives.

#### Task 4

This task covers assessment requirement:

- d) Construct compound sentences:
  - using common conjunctions to connect the clauses
  - using punctuation correctly.

#### Task 5

This task covers assessment requirement:

- e) Use written words and phrases to record or present information:
  - spelling familiar common words correctly.

**OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 6: WRITING (ENTRY 2)**

**MODEL ASSIGNMENT**

**CANDIDATE EVIDENCE SHEETS**

Candidate name: .....

**Task 1**


Write your details on the form to **join a book club**.  
Complete the form in handwriting.

<b>Good Read Book Club</b>		
Surname:	.....	
First name:	.....	
Address:	..... .....	
Post code:	Male/Female: .....	Age .....

**Task 2**

Write about a meal you have enjoyed.

Write three sentences.



**Task 3**

Write a short description of a place you have visited. You must use at least three adjectives to describe the place.



**Task 4**

Write the following sentences again using a joining word (called a conjunction) to make one new sentence.

Example

I like carrots. I don't like peas.

I like carrots but I don't like peas

a) I am late for the coach. I must hurry.

---

---

b) I like to go on holiday abroad. It is expensive.

---

---

c) I have joined a cookery class. I want to make healthy meals.

---

---

Write the following sentences again and add the correct punctuation at the end.

a) I was very hungry so I made a sandwich

---

---

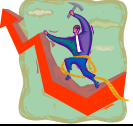
b) Shall we go swimming today

---

---

## Task 5

Describe three different things you like to do on holiday. You should use short phrases as in the example.

	Example: <b>Climb a mountain.</b>
1.	
2.	
3.	

## UNIT 7: SPEAKING AND LISTENING (ENTRY 3)

### Learning outcomes

At this level candidates are able to listen and respond to spoken language, including straightforward information and narratives. They are able to follow straightforward explanations and instructions. Candidates are able to speak to communicate information, feelings and opinions on familiar topics using appropriate formality. They are able to engage in discussion with one or more people making relevant points and responding to what others say to reach a shared understanding about familiar topics.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
1 Listen and respond to spoken language	<p>Spoken information in:</p> <ul style="list-style-type: none"> <li>• explanations</li> <li>• instructions</li> <li>• narratives</li> <li>• presentations</li> </ul> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• gist</li> <li>• detail</li> <li>• relevant information</li> <li>• new information</li> </ul> <p>Use strategies to clarify and confirm understanding:</p> <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• on the telephone</li> </ul> <p>Respond to:</p> <ul style="list-style-type: none"> <li>• other points of view</li> <li>• a range of questions about familiar topics</li> </ul>	<p>SLlr/E3.1 SLlr/E3.2 SLlr/E3.3</p> <p>SLlr/E3.4</p> <p>SLlr/E3.5 SLlr/E3.6</p>
2 Speak to communicate	<p>Speak with appropriate:</p> <ul style="list-style-type: none"> <li>• clarity</li> <li>• speed</li> <li>• phrasing</li> <li>• formality or informality of language</li> <li>• register</li> </ul> <p>Communicate:</p> <ul style="list-style-type: none"> <li>• make statements of fact</li> <li>• give explanations</li> <li>• give accounts</li> <li>• give descriptions</li> <li>• state feelings</li> <li>• give opinions</li> <li>• make requests</li> <li>• ask questions</li> </ul> <p>(continued overleaf)</p>	<p>SLlc/E3.1</p> <p>SLlc/E3.2</p> <p>SLlc/E3.3</p> <p>SLlc/E3.4</p>

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
2 Cont.  Speak to communicate	In contexts: <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• on the telephone</li> </ul>	
3 Engage in discussion	Listen and respond: <ul style="list-style-type: none"> <li>• follow main points</li> <li>• make relevant contributions</li> <li>• respect the turn-taking rights of others</li> </ul>	SLId/E3.1 SLId/E3.2 SLId/E3.3

### Assessment requirements

This unit is centre assessed and OCR moderated.

- a) Listen on **one** occasion to a face-to-face explanation, set of instructions, presentation **or** narrative:
- for gist
  - for detail
  - for relevant information
  - for new information
- b) Use the telephone on **one** occasion to obtain information:
- ask one question or make one request
  - use strategies to clarify and confirm understanding
  - listen for gist
  - listen for detail
  - speak clearly to be heard and understood
- c) Give **one** short face-to-face explanation, account or description
- provide appropriate level of detail
  - stick to the point
  - express **one** feeling or opinion to enhance description
  - speak clearly to be heard and understood
- d) Contribute to **one** discussion, following and understanding the main points of the discussion and respecting the turn-taking rights of others
- give **one** short explanation **or** give **one** account or description expressing clearly **two** statements of fact including one opinion or one feeling
  - respond to **one** question
  - ask **one** question or make **one** request
  - respond appropriately to another's point of view
  - use strategies to clarify and confirm understanding and speak clearly to be heard and understood.

## Guidance on delivery

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is expected that tutors/teachers will use the suggestions in the Adult Literacy Core Curriculum as a basis for activities.

Wherever possible candidates should be encouraged to practise their speaking and listening skills in situations appropriate to adults, eg making an appointment with a doctor, booking a taxi, asking the way to get to the station, explaining about problems with money. Suitable topics for discussion could include, Health and Safety in the college, leisure activities such as watching television or a hobby, where they live, jobs and training they would like to do, another curriculum subject they are studying.

Discussions can take place in a group or on an individual basis.

Tutors/teachers may choose to base all the speaking and listening activities around a particular vocational subject area or the work may cover a variety of topics.

Throughout the unit, candidates could gather evidence through naturally occurring situations. However, although in delivery it is expected that centres will integrate the speaking and listening elements for Assessment Objectives 1-3, for assessment purposes it may be easier to carry out some of the listening requirements as discrete tasks.

## Guidance on assessment and evidence

In order to achieve this unit, candidates must demonstrate that they have achieved all the assessment objectives by collecting evidence for each assessment requirement.

Only candidate work that directly meets the assessment requirements should be submitted to the OCR Examiner-moderator. Centres should note that submitted evidence is not returned.

In collecting evidence centres can do any of the following:

- 1 Use an OCR model assignment
- 2 Freely adapt the OCR model assignment either the whole or in part
- 3 Gather evidence through naturally occurring situations

All evidence must be assessed and internally moderated by the centre before submission to OCR.

All evidence should relate to individual candidates and not whole groups.

To assist teachers/tutors, OCR has designed Candidate Evidence Sheets. When completed, these provide sufficient evidence to show all assessment requirements have been met.

Candidate Evidence Sheets for each unit are available in word on the OCR website.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all assessment requirements have been met.

## Tutor notes for model assignment

The tasks in the model assignment can be freely adapted so that the chosen topics match the interests and needs of the candidates.

For example suitable topics could include:

- Health and Safety in the college
- leisure activities such as swimming
- visits to tourist attractions
- jobs they would like to do
- another curriculum subject they are studying
- family life and learning.

In this particular model assignment, the topics chosen match the topics in the model assignments for the Reading and Writing units. However, tutors are free to choose different topics for each unit and also different topics for tasks within a unit. In the model assignment the phrases in bold can be simply changed to offer a different context or topic. For example:

Tell the candidates that they are to make a telephone call to **a doctor's surgery**.  
During the phone call they should be prepared to:

- make a request for **an appointment with their doctor**
- answer questions about **their name and address**
- ask the receptionist to repeat **the time of the appointment**.

This could be changed to:

Tell the candidates that they are to make a telephone call to **an employment agency**.  
During the phone call they should be prepared to:

- request information about **job vacancies**
- answer questions about **their previous employment or work experience**
- ask for confirmation of **what jobs they said were available**.

If candidates do not meet all the assessment requirements through the tasks or do not reach the required standard they may carry out discrete tasks to achieve those assessment requirements on other occasions.

If the discussion takes place in a group, it should not be too large, so that everyone has the opportunity to make a significant contribution to the discussion.

Candidate Evidence Sheets are provided on which candidate responses can be recorded. Tutors should record what the candidate said to meet the assessment requirements. The evidence can be either the candidate's own words verbatim or the gist of what the candidate said except where detail is asked for and the exact words should be given. Some candidates may wish to complete some sections of the Candidate Evidence Sheets themselves where appropriate.

A sample Candidate Evidence Sheet is provided at the end of the model assignment to show how the evidence can be recorded.

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 7: SPEAKING AND LISTENING (ENTRY 3)

### MODEL ASSIGNMENT

#### TUTOR INSTRUCTIONS

- There is no limit to the amount of time candidates can be given to prepare for the tasks.
- Answers should be recorded on the Candidate Evidence Sheet.
- The phrases in bold can be changed to offer a different context or topic.
- All candidate work must be assessed by the tutor/assessor.

#### Task 1      **Listening Skills (face-to-face)**

This task covers assessment requirement:

- a) Listen on **one** occasion to a face-to-face explanation, set of instructions, presentation **or** narrative:
- for gist
  - for detail
  - for relevant information
  - for new information.

The following explanation and a set of instructions should be read to candidates. You may repeat these if necessary. Candidates may write their own responses on the Candidate Evidence Sheet or you may record their spoken responses.

#### SCRIPT FOR TUTORS

Listen to the following instructions.

**To make macaroni cheese, first boil the macaroni in salted water. Drain and put on one side. To make the cheese sauce, melt butter in a pan, add flour and cook on the hob for two minutes. Stir in milk gradually over a medium, heat. Remove the pan from the heat and stir in the macaroni and the cheese. Place in an oven proof dish and grill for 5 minutes until golden.**

- i) What are the instructions about?
- ii) **What do you melt in the pan to make the cheese sauce?**
- iii) **For how many minutes should you grill the macaroni cheese?**

**SCRIPT FOR TUTORS**

Listen to the following explanation.

**Junk food adverts will be banned from being shown on daytime television when children's television programmes are broadcast. This is because too many children are fat and the adverts are encouraging them to eat products such as crisps, burgers, chocolates and sugary drinks.**

i) **What is going to be banned on daytime television?**

Listen to the explanation again. Some new information has been added.

**SCRIPT FOR TUTORS**

**Junk food adverts will be banned from being shown on daytime television when children's television programmes are broadcast. This is because too many children are fat and the adverts are encouraging them to eat products such as crisps, burgers, chocolates and sugary drinks. Junk food is high in fat, salt and sugar.**

ii) **What new information has been added to the explanation?**

**Task 2 Speaking and Listening Skills (using a telephone)**

This task covers assessment requirement:

b) Use the telephone on **one** occasion to obtain information:

- ask one question or make one request
- use strategies to clarify and confirm understanding
- listen for gist and listen for detail
- speak clearly to be heard and understood.

The following task could be either carried out in a real context **or** through role play.

Tell the candidates that they are to make a telephone call to **a doctor's surgery**.

During the phone call they should be prepared to:

- make a request for **an appointment with their doctor today or ask the receptionist which doctors will be available tomorrow**
- answer questions about their **name and address**
- ask **the receptionist** to repeat **the time of the appointment or the name of the doctors that will be available tomorrow**
- close the telephone call in an appropriate manner.

**Task 3 Speaking and Listening Skills (face-to-face)**

This task covers assessment requirement:

- c) Give **one** short face-to-face explanation, account or description
- provide appropriate level of detail
  - stick to the point
  - express **one** feeling or opinion to enhance description
  - speak clearly to be heard and understood.

Tell the candidates that they will need to give a short description of **their favourite TV programme**. They will need to say

- what the **programme** is about
- when **the programme is on**
- why they like the **programme**
- one thing they like best about it and how they feel when they watch it.

**Task 4 Engage in discussion**

This task covers assessment requirement:

- d) Contribute to **one** discussion, following and understanding the main points of the discussion and respecting the turn-taking rights of others
- give **one** short explanation **or** give **one** account or description expressing clearly **two** statements of fact including one opinion or one feeling
  - respond to **one** question
  - ask **one** question or make **one** request
  - respond appropriately to another's point of view
  - use strategies to clarify and confirm understanding and speak clearly to be heard and understood.

Tell the candidates that they will take part in a discussion on **food and cooking**. There is no limit to the amount of time candidates can be given to prepare for this task.

Tell the candidates they should be prepared to:

- describe what sort of **food and meals they enjoy**
- explain how a **favourite meal is made**
- describe different **places where people like to eat eg café, take-away, restaurant, home**
- explain why **some of these places offer good value for money**.

Remind the candidates that they must:

- make at least two statements of fact
- ask and answer questions
- listen and respond to others' points of view
- respect the turn-taking rights of others
- use strategies such as facial expressions, body language and verbal prompts to clarify and confirm understanding.

**OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 7: SPEAKING AND LISTENING (ENTRY 3)**

**SAMPLE CANDIDATE EVIDENCE SHEET**

<b>NCN:</b> 99999	<b>Candidate signature:</b>	<i>James O'Callaghan</i>
<b>Assessment requirement</b>	<b>Tutor signature:</b>	<i>Ann Assessor</i>
<b>Date completed</b> <i>12/01/06</i>	<b>OCR Model Task 1 or Alternative Task</b>	<b>Used</b> <input checked="" type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>a) Listen to a face-to-face explanation, set of instructions, presentation or narrative</b>	What was the gist?	<i>Making macaroni cheese</i>
	What detail was heard?	<i>i) butter</i> <i>ii) five minutes</i>
	What relevant information was heard?	<i>Junk food is going to be banned.</i>
	What new information was added?	<i>Junk food has fat, salt and sugar.</i>
<b>Date completed</b> <i>05/04/06</i>	<b>OCR Model Task 2 or Alternative Task</b>	<b>Used</b> <input checked="" type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>b) Use the telephone to obtain information</b>	What was the telephone call about? (gist)	<i>Making a doctor's appointment.</i>
	What question or request was made?	<i>Please can I make an appointment with Dr O'Dowd this afternoon?</i>
	What strategy was used to clarify and confirm understanding?	<i>James asked the receptionist to repeat the time of the appointment.</i>
	What was the response to a question?	<i>James gave his name and address.</i>

(continued)

	What detail was heard?	<i>The appointment is with Dr O'Dowd this afternoon at 4 o'clock.</i>
<b>Date completed</b> <i>21/3/06</i>	<b>OCR Model Task 3</b> <b>or</b> <b>Alternative Task</b>	<b>Used</b> <input checked="" type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>c) Give a short face-to-face explanation, account or description</b>	What was the explanation, account or description about?	<i>James explained what Match of the Day was about.</i>
	Was the explanation, account or description to the point?	<i>Yes</i>
	What detail was given? Was it appropriate?	<i>Yes. Match of the Day shows the highlights from Premiership football matches that are played on a Saturday.</i>
	What feeling or opinion was expressed to enhance the explanation, account or description?	<i>James said Match of the Day was very exciting as it showed lots of goals.</i>
<b>Date completed</b> <i>15/3/06</i>	<b>OCR Model Task 4</b> <b>or</b> <b>Alternative Task</b>	<b>Used</b> <input checked="" type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>d) Contribute to a discussion</b>	What explanation, account or description was made?	<i>James described a meal he enjoyed recently.</i>
	What statements of fact were made including one opinion or one feeling?	<i>i) Everyone in the family likes chicken korma from the local take-away.  ii) It is much cheaper to make your own.</i>
	What was the response to a question?	<i>Rana asked James how he made chicken korma and James gave a list of ingredients.</i>
	What question was asked or what request was made?	<i>James asked Bill if he ever went to the Chinese restaurant in the village.</i>
	How was another point of view responded to?	<i>James nodded and agreed with Sheila that eating out was expensive.</i>
	What strategies were used to confirm understanding?	<i>James asked Rana if what he said was clear.</i>

**OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 7: SPEAKING AND LISTENING (ENTRY 3)**

**CANDIDATE EVIDENCE SHEET**

<b>NCN:</b>	<b>Candidate signature:</b>	
<b>Assessment requirement</b>	<b>Tutor signature:</b>	
<b>Date completed</b>	<b>OCR Model Task 1 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>a) Listen to a face-to-face explanation, set of instructions, presentation or narrative</b>	What was the gist?	
	What detail was heard?	i) ii)
	What relevant information was heard?	
	What new information was added?	
<b>Date completed</b>	<b>OCR Model Task 2 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>b) Use the telephone to obtain information</b>	What was the telephone call about?  (gist)	
	What question or request was made?	
	What strategy was used to clarify and confirm understanding?	

(continued)

	What was the response to a question?	
<b>Date completed</b>	<b>OCR Model Task 3 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>c) Express clearly a statement of fact and give a short explanation, account or description</b>	What was the explanation, account or description about?	
	Was the explanation, account or description to the point?	
	What detail was given? Was it appropriate?	
	What feeling or opinion was expressed to enhance the explanation, account or description?	
<b>Date completed</b>	<b>OCR Model Task 4 or Alternative Task</b>	<b>Used</b> <input type="checkbox"/> <b>Attached</b> <input type="checkbox"/>
<b>d) Contribute to a discussion</b>	What explanation account or description was made?	
	What statements of fact were made including one opinion or one feeling?	
	What was the response to a question?	
	What question was asked or what request was made?	
	How was another point of view responded to?	
	What strategies were used to confirm understanding?	

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## UNIT 8: READING (ENTRY 3)

### Learning outcomes

At this level candidates can read and understand short, straightforward texts on familiar topics accurately and independently. Candidates will be able to read and obtain information from everyday sources.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
The texts used in Assessment Objectives 1-6 should be on familiar topics and be read accurately and independently by the candidate.		
1 Read and understand a chronological text	<p>Texts such as newspaper stories, magazine articles, letters, books</p> <p>Demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>identifying main events</li> </ul>	Rt/E3.1  Rt/E3.4
2 Read and understand an instructional text	<p>Texts such as recipes in magazines, motor vehicle instruction manuals, DIY instructions, search instructions on web pages, advice on labels on household products and medication bottles</p> <p>Demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>identifying organisational features and typical language of instructional texts</li> </ul>	Rt/E3.1  Rt/E3.3
3 Read and understand a continuous descriptive text	<p>Texts such as newspaper stories, magazine articles, advertising brochures, fictional books</p> <p>Demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>identifying main points or ideas</li> </ul>	Rt/E3.1  Rt/E3.4
4 Read and understand an explanatory text	<p>Texts such as magazine articles, information leaflets or brochures, non-fiction books</p> <p>Demonstrate understanding by:</p> <ul style="list-style-type: none"> <li>identifying main points or ideas</li> <li>predicting words from context</li> </ul>	Rt/E3.1  Rt/E3.4
5 Read and obtain information	<p>Read:</p> <ul style="list-style-type: none"> <li>skim title, headings and illustrations to decide if material is of interest</li> <li>scan a text to locate information</li> <li>obtain specific information through detailed reading</li> <li>use organisational features to locate information</li> </ul>	Rt/E3.6  Rt/E3.7  Rt/E3.8  Rt/E3.5

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
6 Use other text and word level skills	Skills: <ul style="list-style-type: none"> <li>• recognise the purpose of texts: to inform, explain, instruct, entertain, describe, persuade</li> <li>• relate images to print to obtain meaning</li> <li>• find the meaning of unfamiliar words in a dictionary</li> <li>• use initial and second place letters to sequence words in alphabetical order</li> <li>• read and understand words and phrases used on forms</li> <li>• predict words from context</li> </ul>	Rt/E3.2 Rt/E3.9 Rw/E3.3 Rw/E3.4 Rw/E3.2 Rt/E3.4

### Assessment requirements

This unit is centre assessed and OCR moderated.

Candidates must be able to:

- a) Read **one** short chronological text identifying main events
- b) Read **one** instructional text identifying organisational features and typical language
- c) Read and understand **one** continuous descriptive text identifying the main points and ideas
- d) Read and understand **one** explanatory text identifying the main points and ideas and predicting words from context
- e) Recognise the purpose of **two different** types of text
- f) Skim title, headings and illustrations in **one** text to decide if material is of interest
- g) Scan **one** text to locate information
- h) Obtain **two** pieces of specific information through detailed reading of **two** texts
- i) Relate images to print on **one** occasion to obtain meaning
- j) Use organisational features in **one** common source of information to locate **one** specific piece of information
- k) Find the meaning of **two** unfamiliar words in a dictionary
- l) Use initial and second place letters to sequence **five** words in alphabetical order on **one** occasion
- m) Read and understand **five** words and phrases used on **one** form.

## Guidance on delivery

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is expected that tutors/teachers will use the suggestions in the Adult Literacy Core Curriculum as a basis for activities.

## Guidance on assessment and evidence

In order to achieve this unit, candidates must demonstrate that they have achieved all the assessment requirements for this unit.

In collecting evidence centres can do any of the following:

- 1 Use the OCR model assignment
- 2 Freely adapt the OCR model assignment either the whole or in part
- 3 Gather evidence through naturally occurring situations

Only candidate work that directly meets the assessment requirements should be submitted to OCR. To assist tutors/teachers, OCR has designed Candidate Evidence Sheets for use with the model assignment. If the model assignment is not used, centres must **clearly** indicate which assessment requirement is being evidenced on the centre generated candidate task sheets.

If centres are adapting the model assignment or devising their own assessment tasks, the texts for assessment requirements a), b), c), and d) should be of a sufficient length to contain a number of events, points or ideas. It is recommended that other assessment requirements be met through these texts. However, it is acceptable for each assessment requirement to be met by a discrete task. Tutors/teachers may choose to base all the reading activities around a particular vocational subject area or the texts may cover a variety of topics.

All evidence must be assessed and internally moderated by the centre before submission to OCR. Evidence should be posted to the OCR Examiner-moderator inside the Assessment Record Folder for this qualification. Centres should note that submitted evidence is not returned.

Evidence should only be submitted to the OCR Examiner-moderator when the centre assessor is satisfied that all assessment requirements have been met.

## Tutor notes for model assignment

The tasks in the model assignment can be freely adapted so that the chosen topics match the interests and needs of the candidates.

In this particular model assignment, the chosen topic matches the topic in the model assignments for the Speaking & Listening and Writing units. However, tutors are free to choose different topics for each unit and also different topics for tasks within a unit. The candidates could meet any of the assessment requirements e) to n) whilst reading the chronological, instructional, descriptive and explanatory texts. Although in the model assignment dictionary work is evidenced when reading the chronological task, there is no reason why this cannot be achieved through any of the other texts.

If a candidate does not meet all the assessment requirements when completing the assignment or does not reach the required standard in some sections, they may carry out discrete tasks to achieve those assessment requirements on other occasions.

Tutors may read the instructions and questions and scribe answers for the candidates on the Candidate Evidence Sheets.

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 8: READING (ENTRY 3)

### MODEL ASSIGNMENT

#### TUTOR INSTRUCTIONS

Tutors **may** read the task instructions and scribe answers for the candidate on the Candidate Evidence Sheets.

Candidates must read the texts themselves unaided. In Text 3, Task 5, if the candidate has not completed the form independently then the tutor can witness that the candidate has read and understood at least **five** words or phrases.

Tutors must assess all candidate work. Evidence of marking must be shown on all tasks.

The model assignment covers all the assessment requirements for this unit. The list below indicates where each assessment requirement is tested.

#### TEXT 1 (chronological)

This text covers assessment requirements a), f), h), k).

##### Task 1

f) Skim title, headings and illustrations in **one** text to decide if material is of interest.

##### Task 2

a) Read **one** short chronological text identifying main events.

##### Task 3

h) Obtain specific information through detailed reading of the text.

##### Task 4

k) Find the meaning of **two** unfamiliar words in a dictionary.

#### TEXT 2 (instructional)

This text covers assessment requirements b), g), h), j).

##### Task 1

b) Read **one** instructional text identifying organisational features and typical language.

##### Task 2

g) Scan **one** text to locate information.

##### Task 3

h) Obtain specific information through detailed reading of the text.

j) Use organisational features in **one** common source of information to locate **one** specific piece of information.

**TEXT 3** (descriptive)

This text covers assessment requirements c), e), i), l), m).

**Task 1**

e) Recognise the purpose of different types of text.

**Task 2**

c) Read and understand **one** continuous descriptive text identifying the main points and ideas.

**Task 3**

i) Relate images to print on **one** occasion to obtain meaning.

**Task 4**

l) Use initial and second place letters to sequence **five** words in alphabetical order on **one** occasion.

**Task 5**

m) Read and understand **five** words and phrases used on **one** form.

**TEXT 4** (explanatory)

This text covers assessment requirements e) and d).

**Task 1**

e) Recognise the purpose of different types of text.

**Task 2**

d) Read and understand **one** explanatory text identifying the main points and ideas.

**Task 3**

d) Read and understand **one** explanatory text predicting words from context.

OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 8: READING (ENTRY 3)

MODEL ASSIGNMENT

TEXT 1

CANDIDATE EVIDENCE SHEET

Candidate name: .....

ALEXIS SOYER - Master Chef



Alexis Soyer the famous Victorian chef was born in 1810 in France. He came to England as a refugee in 1831. In 1836 he became the top chef at the Reform Club where he designed some new kitchens. These kitchens were so spacious and splendid that they became a tourist attraction.



Soyer was probably one of the first chefs to cook on gas. He invented a range of new kitchen equipment including a portable stove, a baking dish, a stewing pan and a vegetable drainer.



Soyer wrote a cookery book in 1846. The book contains 2000 recipes, many of them new.

Soyer left the Reform Club in 1850. He went to the Crimean War and improved the British Army Kitchens. He died aged 49 in 1859.

## Read Text 1 - ALEXIS SOYER - Master Chef

### Task 1

Skim the title and illustrations of Text 1.

- i) Give a reason why this text may or may not interest you.

---

---

### Task 2

Read Text 1 through. Underline three main events in the life of Alexis Soyer.

### Task 3

Read Text 1 again and answer the following questions:

- i) Name an item of kitchen equipment that Soyer invented.

---

- ii) When did Soyer leave the Reform Club?

---

### Task 4

Find the meaning of these words in a dictionary.

- i) refugee \_\_\_\_\_

- ii) spacious \_\_\_\_\_

## TEXT 2

### CANDIDATE EVIDENCE SHEET

Candidate name: .....

#### Victoria Sandwich Cake



#### Ingredients

150g butter or margarine  
150g caster sugar  
3 eggs  
150g self-raising flour  
a pinch of salt  
raspberry jam for filling  
caster sugar

1. Grease two sandwich tins
2. Cream the fat and sugar together
3. Beat the eggs
4. Add them gradually to the fat and sugar
5. Sift together the flour and salt
6. Stir into the mixture
7. Divide the mixture between the tins
8. Bake in a moderate oven, 180C for 25-30 minutes
9. When cold, sandwich together with jam
10. Sprinkle the top with caster sugar

## Read Text 2 - Victoria Sandwich Cake

### Task 1

Tick any of the following boxes that describe how the recipe is organised:

- Instructions are numbered
- Instructions are given in alphabetical order
- The instructions give commands
- A list is given
- There are bullet points

### Task 2

Scan Text 2 to find out the following information.

For how long should you bake the cake? \_\_\_\_\_

### Task 3

Find a written recipe for pancakes and list the ingredients below:

#### Ingredients for Pancakes

What did you use to find the recipe for pancakes?

(Tick one box or write in the space for other)

- The index to a recipe book
- The contents page of a magazine
- The on-screen menu of a website
- Other (please specify) \_\_\_\_\_

**TEXT 3****CANDIDATE EVIDENCE SHEET**

Candidate name: .....

**New Local Restaurant offers a tasty bite!**

Last week I went with a friend to Dawson's Place – a new restaurant not far from where we live. The chefs, Pete and Jill Dawson, trained in France but the food they serve is English.

The restaurant is easy to find. It was packed when we arrived. Even so, the service was prompt. A friendly waiter showed us to our seats and gave us the menu and the wine list.

We chose soup for starters – a thick leek and potato soup served with homemade bread. Delicious! My friend Josh, who loves fish of any sort, chose salmon served with seasonal vegetables. I had the lamb chops with root vegetables – another winner from the kitchen. Feeling full, we shared a portion of lemon cheesecake and finished with fresh coffee.

Our opinion? This is a great restaurant and will do well. Our meal was not cheap but everything is locally produced. Pete and Jill grow their own vegetables and even the flour for the bread comes from Fenny Mill down the road.

**Read Text 3 – New Local Restaurant offers a tasty bite!****Task 1**

The purpose of this text is to (Tick one)

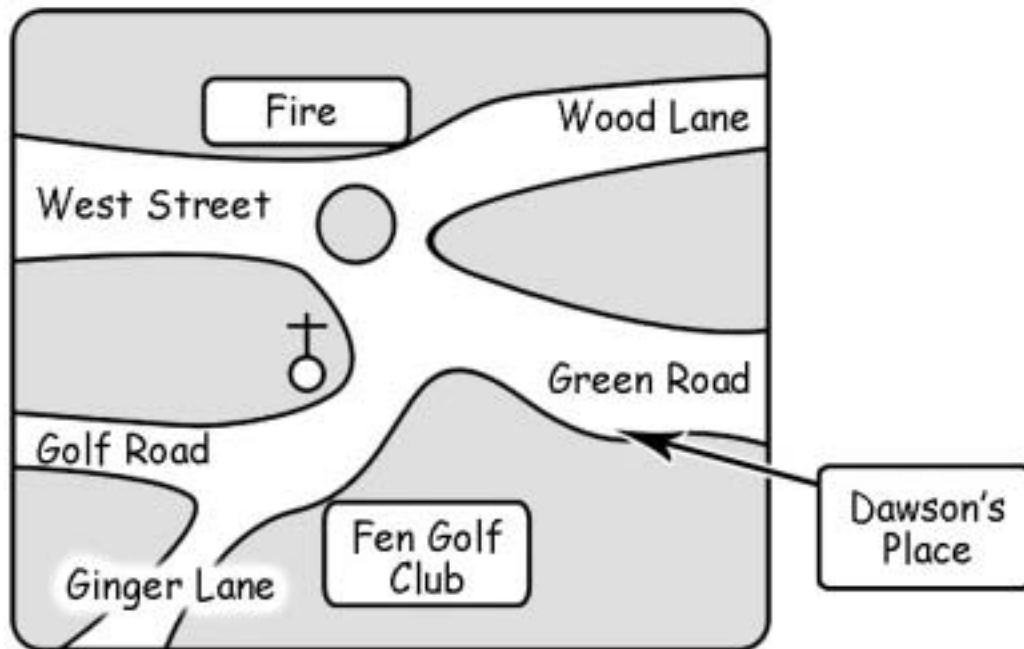
- describe a meal at a restaurant
- give instructions for cooking lamb chops
- explain how to become a restaurant owner
- invite you for a meal on your birthday

**Task 2**

Underline one important point made in each paragraph.

(Text 3 continued)

### Task 3



Look at the map above. What road is Dawson's Place restaurant on?

\_\_\_\_\_

### Task 4

Put the road names on the map in alphabetical order below:

1	
2	
3	
4	
5	

(Text 3 continued)

**Task 5**

Either complete the form below or circle **five** of the words/phrases in bold that you can read and understand. Explain to your tutor what these words mean.

<b>Application for Employment at Dawson's Place Restaurant</b>	
<b>Job to be applied for:</b>	
<b>Name:</b>	
<b>Address:</b>	
<b>Telephone number:</b>	
<b>Email address:</b>	
<b>Previous experience/employment</b>	
<b>Education</b>	
<b>Hobbies and interests</b>	
<b>Explain why you are suitable for this job</b>	
<b>Signature</b>	<b>Date</b>

**Tutor witness statement:**

Candidate ..... has read and explained the circled words.

Tutor name: ..... Date: .....

## TEXT 4

## CANDIDATE EVIDENCE SHEET

Candidate name: .....

## What can make our meals healthy?



1. You should eat five portions of fruit and vegetables each day. Vegetables and fruit contain lots of fibre and vitamins that keep your body fit and your skin and hair looking good. Base your meals on plenty of vegetables such as carrots, cabbage or \_\_\_\_\_.
2. Try adding plenty of salad to your sandwiches and stirring vegetables into stews and casseroles. Another idea is to eat one vegetarian meal a week but don't always choose cheese dishes. Replace some of the meat with pulses when you cook mince or casseroles. Try adding lentils to Bolognese sauce and chickpeas to curries.
3. When you are out shopping, look out for low fat dairy products to buy. You can finish your meals with fruit. In winter try some stewed fruit with a dollop of fat free Greek yoghurt. For snacks eat nuts and raisins rather than \_\_\_\_\_ and crisps.

Read Text 4 - What can make our meals healthy?

## Task 1

What is the purpose of Text 4?

\_\_\_\_\_

(Text 4 continued)

**Task 2**

Give three main ideas for healthy eating suggested in **Text 4**.

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

**Task 3**

In **Text 4** choose a word that makes sense to complete the gap in paragraph 1.

i) \_\_\_\_\_

In **Text 4** choose a word that makes sense to complete the gap in paragraph 3.

ii) \_\_\_\_\_

---

If scribed by tutor please complete the following:

I confirm that I have scribed the candidate's responses accurately as given.

Tutor's signature: ..... Date: .....

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 8: READING (ENTRY 3)

**CANDIDATE EVIDENCE CHECKLIST** (only use this checklist if you have not used the OCR model assignment as this is already clearly referenced)

**Candidate name:** .....

**Identify where the candidate has:**

	Text	Task number	Ref/Page number
a) Read <b>one</b> chronological text identifying the main events			
b) Read <b>one</b> instructional text identifying organisational features and typical language of instructional texts			
c) Read <b>one</b> continuous descriptive text identifying the main ideas or points			
d) Read <b>one</b> explanatory text identifying the main points or ideas and predict words from context			
e) Recognised the purpose of <b>two different</b> types of texts			
f) On <b>one</b> occasion skimmed title, headings and illustrations in <b>one</b> text to decide if material is of interest			
g) Scanned <b>one</b> text to locate information			
h) Obtained <b>two</b> items of specific information through detailed reading of <b>two</b> texts			
i) Related images to print on <b>one</b> occasion to obtain meaning			
j) Used organisational features in <b>one</b> common source of information to locate <b>one</b> specific piece of information			
k) Found the meaning of <b>two</b> unfamiliar words in a dictionary			
l) On <b>one</b> occasion used initial and second place letters to sequence <b>five</b> words in alphabetical order			
m) On <b>one</b> occasion read and understood <b>five</b> words/phrases used on <b>one</b> form			

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## UNIT 9: WRITING (ENTRY 3)

### Learning outcomes

At this level candidates are able to write to communicate information and opinions with some adaptation to the intended audience.

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
1 Write legibly using correct spelling	Spell correctly: <ul style="list-style-type: none"> <li>• common words</li> <li>• key words</li> <li>• words with common spelling patterns</li> </ul> Produce legible text that is: <ul style="list-style-type: none"> <li>• handwritten</li> <li>• neat</li> </ul>	Ww/E3.1  Ww/E3.2  Ww/E3.3
2 Write using correct grammar and punctuation	Write complete sentences: <ul style="list-style-type: none"> <li>• use appropriate word order</li> <li>• use simple and compound sentences</li> </ul> Use correct basic grammar: <ul style="list-style-type: none"> <li>• use correct verb tense – past, present, future – as sense requires</li> <li>• make verb and subject agree</li> </ul> Use punctuation correctly eg capital letters, full stops, question marks, exclamation marks	Ws/E3.1  Ws/E3.2  Ws/E3.3
3 Write to communicate information and opinions	Write documents eg forms, notes, records, emails, narratives, simple instructions, short reports  Plan and draft writing: <ul style="list-style-type: none"> <li>• consider context and audience</li> <li>• plan using different methods eg spider diagram, lists</li> <li>• show that draft is nearer to final version than plan</li> </ul> Organise writing in short paragraphs: <ul style="list-style-type: none"> <li>• use paragraphs with more than one sentence</li> </ul> Sequence chronological writing: <ul style="list-style-type: none"> <li>• write following events in time</li> <li>• use linking words</li> </ul> (continued overleaf)	Wt/E3.1  Wt/E3.2  Wt/E3.3

Assessment objectives	Knowledge, understanding and skills	Core curriculum reference
3 Cont.  Write to communicate information and opinions	<ul style="list-style-type: none"> <li>• Proof-read and correct writing for grammar and spelling:</li> <li>• proof-read drafts</li> <li>• edit sense, spelling and grammar</li> <li>• use a dictionary</li> </ul>	Wt/E3.4

### Assessment requirements

This unit is centre assessed and OCR moderated.

In order to achieve this unit candidates must:

- a) Plan **one** extended piece of writing eg a letter or a narrative
- b) Draft the piece of writing:
  - write in complete sentences
  - organise writing in short paragraphs
  - proof-read the draft and correct writing
- c) Produce a final copy:
  - use basic grammar including the correct use of verbs
  - use punctuation correctly
  - spell correctly common words and relevant key words
- d) Produce **one** chronological piece of writing eg a list of instructions or a report:
  - use basic grammar including the correct use of verbs
  - use punctuation correctly
  - spell correctly common words and relevant key words
- e) Produce legible handwritten text.

### Guidance on delivery

It is anticipated that there will be formal teaching input to develop fully the knowledge, understanding and skills identified in the specification. It is expected that tutors/teachers will use the suggestions in the Adult Literacy Core Curriculum as a basis for activities.

Wherever possible, candidates should be encouraged to practise their writing skills in situations appropriate to adults eg write an email, notes, message, list, simple narrative.

Tutors/teachers may choose to base all the writing activities around a particular vocational subject area or the work may cover a variety of topics.

It is possible for candidates to integrate this unit with work for the Entry Level ICT Skills for Life qualification. Candidates can word process their writing for some tasks, however, at least one task must be handwritten.

## Guidance on assessment and evidence

In order to achieve this unit, candidates must demonstrate that they have achieved all the assessment objectives for this unit.

Only candidate work that directly meets the assessment requirements should be submitted to the OCR Examiner-moderator. Centres should note that submitted evidence is not returned.

In collecting evidence centres can do any of the following:

- 1 Use an OCR model assignment
- 2 Freely adapt the OCR model assignment either the whole or in part
- 3 Gather evidence through naturally occurring situations

All evidence must be assessed and internally moderated by the centre before submission to OCR. Evidence should only be submitted when the centre assessor is satisfied that all assessment requirements have been met.

All evidence should relate to individual candidates and not whole groups.

Candidates must complete the tasks independently – at least one task must be handwritten.

To assist teachers/tutors, OCR has designed Candidate Evidence Sheets that enable the candidate to record their evidence. When completed, these provide sufficient evidence to show all assessment requirements have been met.

If the OCR Candidate Evidence Sheets are **NOT** used and other forms of evidence are submitted, they must be accompanied by appropriate documentation to identify precisely where individual candidates have met the assessment requirements.

## Marking guidance

For each task, there is a focus on one or more assessment requirements. It is expected that the evidence for this specific assessment requirement will be correct and completed independently. However, there may be other literacy errors in this work. For example, in Task 1, to meet assessment requirements a) and e) the candidate will plan a piece of extended writing. If the plan is appropriate and the handwriting is legible then the evidence is acceptable. There may be spelling errors but the work meets the specific assessment requirement. Feedback should be given to the candidate and they should be encouraged to correct their work.

## Tutor notes for model assignment

The tasks in the model assignment can be freely adapted so that the chosen topics match the interests and needs of the candidates.

In this particular model assignment, the topics chosen match the topics in the model assignments for the Speaking & Listening and Reading units. However, tutors are free to choose different topics for each unit and also different topics for tasks within a unit.

In the model assignment the phrases in bold can be simply changed to offer a different context or topic. For example:

Plan a piece of writing **about a favourite meal you have had or would like to have.**

This could be changed to:

Plan a piece of writing **for a letter to a friend.**

If candidates do not meet all the assessment requirements through the tasks or do not reach the required standard, they may carry out discrete tasks to achieve those assessment requirements on other occasions.

Candidate Evidence Sheets are provided on which candidates can write their responses to the tasks. Evidence can also be recorded on a separate piece of paper or generated on a word processor (at least one task must be handwritten).

## OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY UNIT 9: WRITING (ENTRY 3)

### MODEL ASSIGNMENT

#### TUTOR INSTRUCTIONS

- There is no limit to the amount of time candidates can be given to prepare for tasks.
- Tutors may read the instructions but candidates must write their own responses.
- The phrases in bold can be changed to offer a different context or topic.
- All candidate work must be marked by the tutor.
- Evidence of marking must be shown on all tasks.

#### Task 1

This task covers assessment requirements:

- a) Plan **one** extended piece of writing eg a letter or a narrative
- e) Produce legible handwritten text.

#### Task 2

- write in complete sentences
- organise writing in short paragraphs
- proof-read the draft and correct writing.

#### Task 3

This task covers assessment requirement:

- c) Produce a final copy:
  - use basic grammar including the correct use of verbs
  - use punctuation correctly
  - spell correctly common words and relevant key words.

#### Task 4

This task covers assessment requirement:

- d) Produce **one** chronological piece of writing eg a list of instructions or a report:
  - use basic grammar including the correct use of verbs
  - use punctuation correctly
  - spell correctly common words and relevant key words.

**OCR ENTRY LEVEL CERTIFICATE IN ADULT LITERACY  
UNIT 9: WRITING (ENTRY 3)**

**MODEL ASSIGNMENT**

**CANDIDATE EVIDENCE SHEETS**

Candidate name: .....

**Task 1**

**Plan**

Plan a piece of writing about a favourite meal you have had or would like to have.

You might like to think about the following:

- when you had the meal
- where you had the meal
- why you had the meal (eg was it a special occasion?)
- what you ate
- who else was there?

Write down all the things you want to include. Make notes, a list or a diagram. The plan should be handwritten.

<p><b>Plan</b></p>
--------------------

## Task 2

### Draft

Draft your writing. Organise your writing into **three** paragraphs. There should be at least **two** sentences in each paragraph.

You may handwrite or word process your writing.

Proof-read your draft for spelling and grammar and show any changes you want to make before you write the final copy. Ensure the draft is submitted with your final copy.

### Draft




### Task 3

#### Final Copy

Write the final copy. Make sure you include the changes you made to your draft copy.

You may either handwrite or word process your final draft. You may use your own paper if needed.

**Final copy**



### **Task 4**

Write or word process a **list of instructions for preparing a snack or a drink.**

Write at least **six** instructions in the order you should do them.

A large, empty rectangular box with a thin black border, intended for the student to write their list of instructions for preparing a snack or a drink. The box occupies most of the page below the instructions.

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## **SUPPORTING DOCUMENTATION**

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### **Model assignments**

Model assignments have been produced for each unit to aid the collection of evidence. Each model assignment has been designed to meet in full the assessment requirements for the unit. Centres can use the model assignments as given, change them in part or in full, or where appropriate, use naturally occurring evidence. This provides a flexible assessment solution that can be adapted to meet the needs of the candidate.

Candidates must meet all of the assessment requirements for the unit.

### **Candidate Evidence Sheets**

Candidate Evidence Sheets have been provided for all units. These sheets can be used to record candidate evidence.

Centres are encouraged to use the OCR Candidate Evidence Sheets, however, this is not mandatory. Centres not using the OCR Candidate Evidence Sheets must ensure that all aspects of the assessment requirements have been met and evidence supporting this is submitted. Witness statements should be used where appropriate to confirm the outcome of a task.

Electronic copies of the Candidate Evidence Sheets are provided on the OCR website.

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## ADMINISTRATION ARRANGEMENTS

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This section provides a brief overview of the administration arrangements operating for this qualification. For full instructions on procedures for the correct administration of qualifications in the basic skills suite, please refer to the OCR Administrative Guide to Basic Skills (A851).

### How to gain centre approval

Centres that have previously offered this qualification will automatically be approved for this revised version of the qualification. If you are unsure whether your centre is approved to offer this qualification you should contact the Operations department in Coventry on 024 76 470033.

To gain centre approval centres must complete the Basic Skills Centre Approval Form (A811) and return it to OCR Operations. A copy of this form can be obtained from the OCR Administrative Guide to Basic Skills (A851), the OCR website or by calling the OCR Information Bureau on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the OCR Administrative Guide to Basic Skills (A851) together with the OCR Operations address.

### How to enter candidates

Enter candidates by completing an NQF1 *Vocational Qualifications Entry Form (Named Route)* or an NQF2 *Vocational Qualifications Entry Form (Unnamed Route)*. NQF1 and NQF2 entry forms will be issued to you after you have been approved to offer these qualifications.

If you use the **unnamed route** you need **not** provide OCR with candidates' details at the time that you purchase entries. You need only indicate on the entry form the number of entries you wish to purchase. Only when you submit candidate work for accreditation will you need to provide candidate details. This route offers greater flexibility and it is likely that it will be a more appropriate route for centres entering for this qualification.

If you use the **named route** for candidate entry you must provide OCR with candidates' details at the time you purchase entries. OCR will then issue centres with a personalised submission sheet indicating the qualification units which the candidate is entitled to submit for accreditation.

You can also enter candidates electronically through OCR Interchange. If you are interested in becoming an OCR Interchange user, please contact the OCR Information Bureau for more information.

### Full or unit entry

You may choose to enter candidates for either the full qualification or for one or more individual units from the qualification.

On both the NQF1 (Named Entry form) and the NQF2 (Unnamed Entry form), you have the opportunity to purchase either full qualifications or individual units.

For unit entries only:

- centres using the **unnamed** route need only indicate to OCR the total number of units required, without specifying the unit numbers or candidate details

- centres using the **named** route **must** provide OCR with the precise unit numbers required for each candidate.

## Assessment Record Folder (ARF)

An ARF is a generic card folder which must be used by centres for the submission of work. Tutors/assessors should ensure that the administrative instructions in the ARF are followed and the personal details section on the front page has been completed accurately.

Candidate work is dispatched to the OCR Examiner-moderator inside an ARF only after centre assessment has taken place (evidence in the ARF must not be submitted in plastic wallets).

Full and single unit ARFs can be purchased. Centres submitting work in a full ARF should be aware that once the full ARF has been submitted to OCR no more units can be under that entry. A further ARF will need to be purchased if further candidate work is submitted for certification.

Tutors/assessors should ensure that the administration instructions in the ARF are followed and the personal details section on the front page has been completed accurately.

## Submission of centre-assessed units

Candidates' marked work should be submitted in a completed ARF to your OCR Examiner-moderator together with copies of the following forms:

Unnamed route should include:

NQF4 *Candidate Submission Sheet (pink copy with unit numbers shown)*

NQF5 *Dispatch Notification Sheet (green copy)*

ARFs containing candidates' work.

Named route should include:

NQF5 *Dispatch Notification Sheet (green copy)*

ARFs containing candidates' work.

You should also send completed copies of the following form(s) to OCR in Coventry:

Unnamed route

NQF4 *Candidate Submission Sheet (white copy)*

NQF5 *Dispatch Notification Sheet (white copy)*

Named route

NQF3 *Candidate Submission Sheet (with unit numbers identified)*

NQF5 *Dispatch Notification Sheet (white copy)*

All forms have duplicate copies, including a copy to retain as a centre record.

## Candidate results

Centres will receive:

- a control report (listing all results)

- a Centre Feedback Report (NQF6)
- a unit certificate giving the unit title and level and (where appropriate for successful candidates) a full OCR Entry Level Certificate in Adult Literacy.

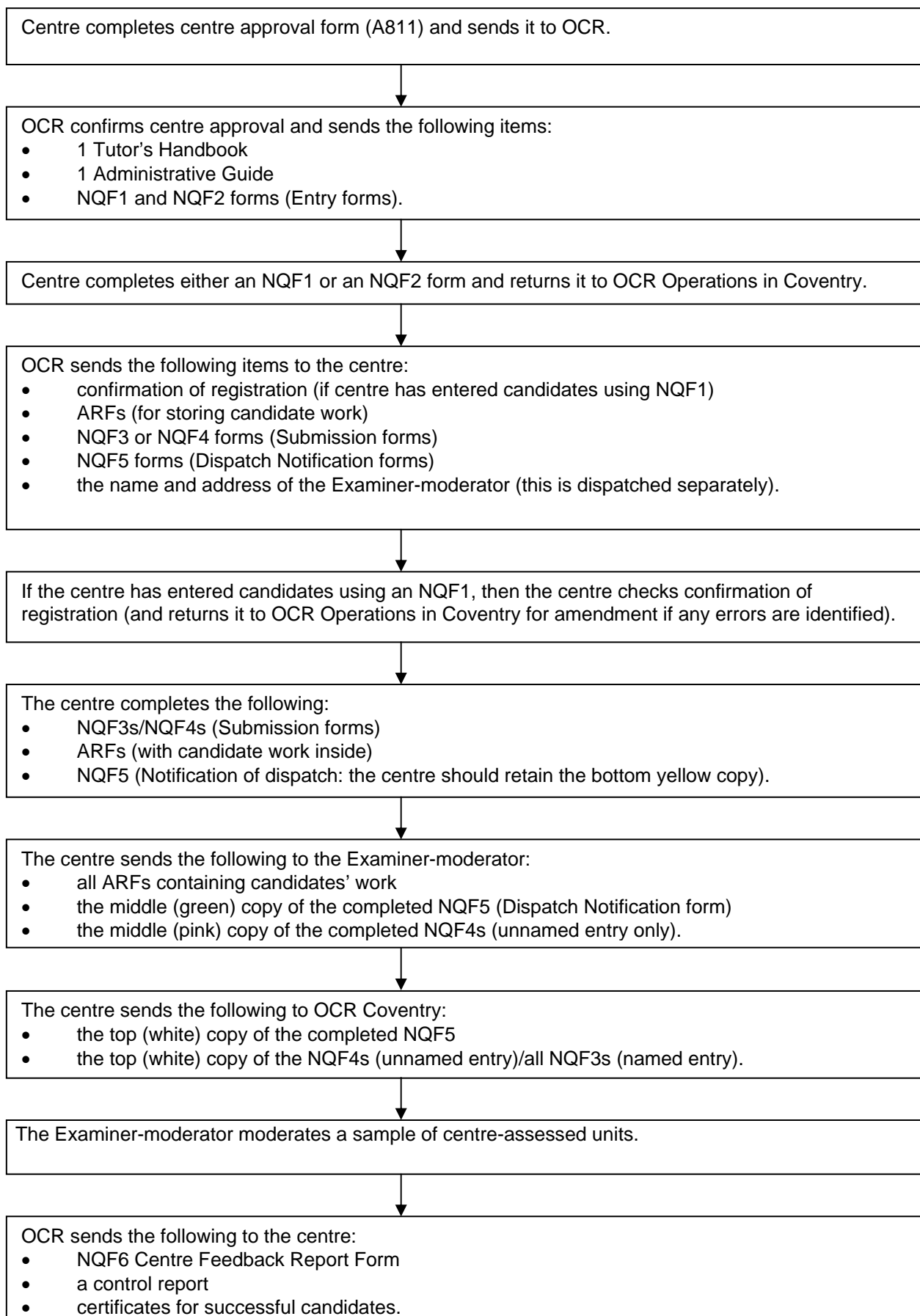
### **Results enquiries and appeals**

Full details of the results enquiries and appeals procedures are contained in the OCR Administrative Guide to Basic Skills (A851).

### **Administrative documentation**

Copies of example documentation may be found in the OCR Administrative Guide to Basic Skills (A851).

## Administration overview



## **FURTHER SUPPORT AND INFORMATION**

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### **General enquiries**

For general enquiries relating to any of OCR's vocational qualifications, please contact the OCR Information Bureau on:

Telephone: 024 76 851509  
Fax: 024 76 421944  
Email: [cib@ocr.org.uk](mailto:cib@ocr.org.uk)

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information on OCR qualifications.

### **Entry forms and entry enquiries**

All completed centre approval and candidate entry forms should be returned to:

Operations  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

If you have any queries about candidate entry, please contact Operations Customer Support on 024 76 470033.

### **Results enquiries**

Forms and current fees can be obtained from:

Results Enquiries (VABSS Administration)  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

Telephone: 024 76 470033  
Fax: 024 76 468080

## OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to [www.ocr.org.uk](http://www.ocr.org.uk), or by contacting:

OCR Training  
Mill Wharf  
Mill Street  
Birmingham  
B6 4BU

Telephone: 0121 628 2950  
Fax: 0121 628 2940  
Email: [training@ocr.org.uk](mailto:training@ocr.org.uk)

## OCR Publications

OCR's Publications Catalogue (A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk), or to order from the OCR Information Bureau by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications  
PO Box 5050  
Annesley  
Nottingham  
NG15 0DL  
Telephone: 0870 770 6622  
Fax: 0870 770 6621  
Email: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

OCR customer contact centre

**Vocational qualifications**

Telephone 024 76 851509

Facsimile 024 76 421944

Email [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**General qualifications**

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**OCR**

1 Hills Road, Cambridge CB1 2EU

Telephone 01223 552552

Facsimile 01223 553377



FS 27093

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