

PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 2

Unit 6: Maintaining and improving personal health and wellbeing

EVIDENCE BOOKLET

CANDIDATE'S NAME

The work that you submit for assessment must be your own. You must not copy from someone else or allow someone else to copy from you.

I confirm that this is all my own work.

Candidate's signature Date

CENTRE ASSESSOR'S NAME

I confirm that I have read the Introduction to Tutors overleaf.

I confirm that I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

I confirm that I have marked this work and consider that it meets the assessment criteria.

Centre assessor's signature Date

INTERNAL MODERATOR'S NAME (if applicable)

Internal moderator's signature Date

SCRIBE'S NAME (if applicable)

Scribe's signature Date

Please note:

The purpose of this evidence booklet is to provide a simple and manageable solution for gathering evidence for all units of this qualification.

Tutors may change any task or part of a task to make the context more appropriate for their learners. However, alternative tasks must meet the assessment criteria. Please contact OCR for further guidance.

The assessment criterion/criteria (AC) are shown for each task throughout this booklet.

All evidence **must** be marked before submission. This should be indicated through a tick and/or feedback comment on each marking point. Centre assessors should refer to the marking guidance for the unit when assessing the work.

Tutors should check that there are no gaps in the evidence. Incomplete evidence should not be submitted. Scribed work should be annotated with the scribe's initials.

If evidence is not to the required standard then alternative evidence should be substituted. If alternative evidence is submitted then this should be noted on the evidence checklist (available on our website www.ocr.org.uk).

Do not submit the evidence in folders or plastic pockets but staple together the evidence sheets in an appropriate order. Do not submit group coursework, handouts or downloads (unless these are required to meet an assessment criteria).

Examiner-moderators will complete an electronic Centre Feedback Report Form (e-NQF6) for each batch submitted. Reports are accessed through OCR Interchange.

The QCA Accreditation Numbers for these qualifications are:

OCR Entry Level 3 Award in Personal Life Skills – 600/2370/3
OCR Scheme Code: 10273

OCR Entry Level 3 Certificate in Personal Life Skills – 600/2371/5
OCR Scheme Code: 10274

OCR Level 1 Award in Personal Life Skills – 600/2372/7
OCR Scheme Code: 10275

OCR Level 1 Certificate in Personal Life Skills – 600/2373/9
OCR Scheme Code: 10276

OCR Level 2 Award in Personal Life Skills – 600/2374/0
OCR Scheme Code: 10277

OCR Level 2 Certificate in Personal Life Skills – 600/2375/2
OCR Scheme Code: 10278

The QCA Accreditation Number for this unit is:

Unit 6: Maintaining and improving personal health and wellbeing H/503/3236

This OCR evidence booklet remains live for the life of this qualification. Occasionally OCR may up-date the information within this booklet. Please refer to the updates section of the relevant qualifications on our website: www.ocr.org.uk for details regarding amendments made to this booklet.

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Task 1

AC 1.1, 1.2, 1.3, 1.4

Describe the characteristics and causes of mental and emotional ill-health.

Mental ill-health:

Characteristics:

Causes:

Emotional ill-health:

Characteristics:

Causes:

Describe **three** ways of supporting individuals with mental and emotional ill-health.

1.

2.

3.

Complete the table below with descriptions of the symptoms, causes and treatments of Sexually Transmitted Infections (STIs).

STI	Symptom	Cause	Treatment
Chlamydia			
Gonorrhoea			
Herpes			
Genital warts			
HIV			

Describe **three** different safe behaviours in relation to sexual activity (including STIs, HIV and unwanted pregnancy).

1.

2.

3.

Task 2

AC 2.1, 2.2, 2.3, 2.4

Complete the table below with **two** achievements and **two** setbacks you (or someone you know) have experienced. For each, describe the effect on confidence and self-esteem.

	Description of effect on confidence and self-esteem
Achievement 1	
Achievement 2	
Setback 1	
Setback 2	

For each of the **two** setbacks you have identified, describe how the person affected might improve their confidence and self-esteem.

1.

2.

Describe how the media portray young people. Give examples from different media sources in your description.

Explain how the media's portrayal of young people can affect self-confidence and self-esteem in a positive way.

Explain how the media's portrayal of young people can affect self-confidence and self-esteem in a negative way.

Task 3

AC 3.1, 3.2, 3.3

Mary works as an accountant for a large organisation where she is well respected and has a good working relationship with her boss. Every morning she gets up at 5.30am and goes to the gym for an hour and a half before she starts work at 7.30am. She then eats fruit for her breakfast. She only has time to eat a muesli bar for lunch. She finishes work at 6pm and goes for a swim on her way home. At 9pm she eats salad for dinner. She often wakes in the night thinking about work. She lives alone and does not socialise in the evenings or at the weekend as she is too tired.

Assess Mary's physical, mental and emotional health:

Describe how Mary can improve her personal health and wellbeing:

Why is having a good work-life balance important for an individual's health and wellbeing?

Task 4

AC 4.1, 4.2

For each of the following describe the potential consequences of the behaviour given.

Steve regularly stops for a couple of pints on his way home from work, has another few beers with his dinner before going out drinking in his local pub with his mates. He says alcohol helps him relax and have a good time.

Sharron says she enjoys a cigarette with her morning coffee but lately she has begun to smoke about ten cigarettes a day even though she is pregnant.

Rich has always taken recreational drugs when out on a Saturday night. A few weeks ago he was offered 'crack' at a discounted price and although the price has gone up, now he can't get enough. He has started to take days off work.

Kim is 15 years old and has had unprotected sex with her 21 year old boyfriend. He likes to boast about all the girls he has slept with.

Calleigh is an addict who injects. Recently she shared needles with another addict.

Using examples, describe how the choices people make about their health can lead to addiction and dependency.

Task 5

AC 5.1, 5.2

Sherrina wants advice about contraception. She wants her partner to receive advice too.

Identify **two** different sources of information for Sherrina and her partner to use.

Source 1

Source 2

For each, describe the type of information they would receive.

Type of information from source 1

Type of information from source 2

Compare the type of advice and information given by the sources. Which of these would you recommend to Sherrina and her partner?

Ajay wants to give up smoking. He has tried and failed several times on his own.

Identify **two** different sources of information and support Ajay could use.

Source 1

Source 2

For each, describe the type of information and support he would receive.

Type of information from source 1

Type of information from source 2

Compare the type of advice and information given by the sources. Which of these would you recommend to Ajay?

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Vocational qualifications

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