

# PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 1

Unit 11: Forming personal relationships and understanding diversity

## 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](http://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.

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](http://www.ocr.org.uk) for details regarding amendments made to this booklet.

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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 11: Forming personal relationships and understanding diversity J/503/3441

# Task 1

## AC 1.1, 1.2

Identify **three** different types of relationship. For each say why they are important to people's lives.

Type of relationship	Why the relationship is important
1.	
2.	
3.	

Complete the table below to identify the positive and negative ways that relationships can affect people's lives.

	Positive	Negative
Relationship between...		
Relationship between...		

# Task 2

## AC 2.1, 2.2

Complete the table below. Identify **two** relationships. For each identify **one** positive and **one** negative way in which the relationship can change.

	Change
Relationship between...	Positive change.... Negative change....
Relationship between...	Positive change.... Negative change....

Think of the people with whom you have relationships in your own life. Choose **one** of these relationships and describe **two** changes that have taken place within it. (Choose a relationship you are happy to share).

Relationship:

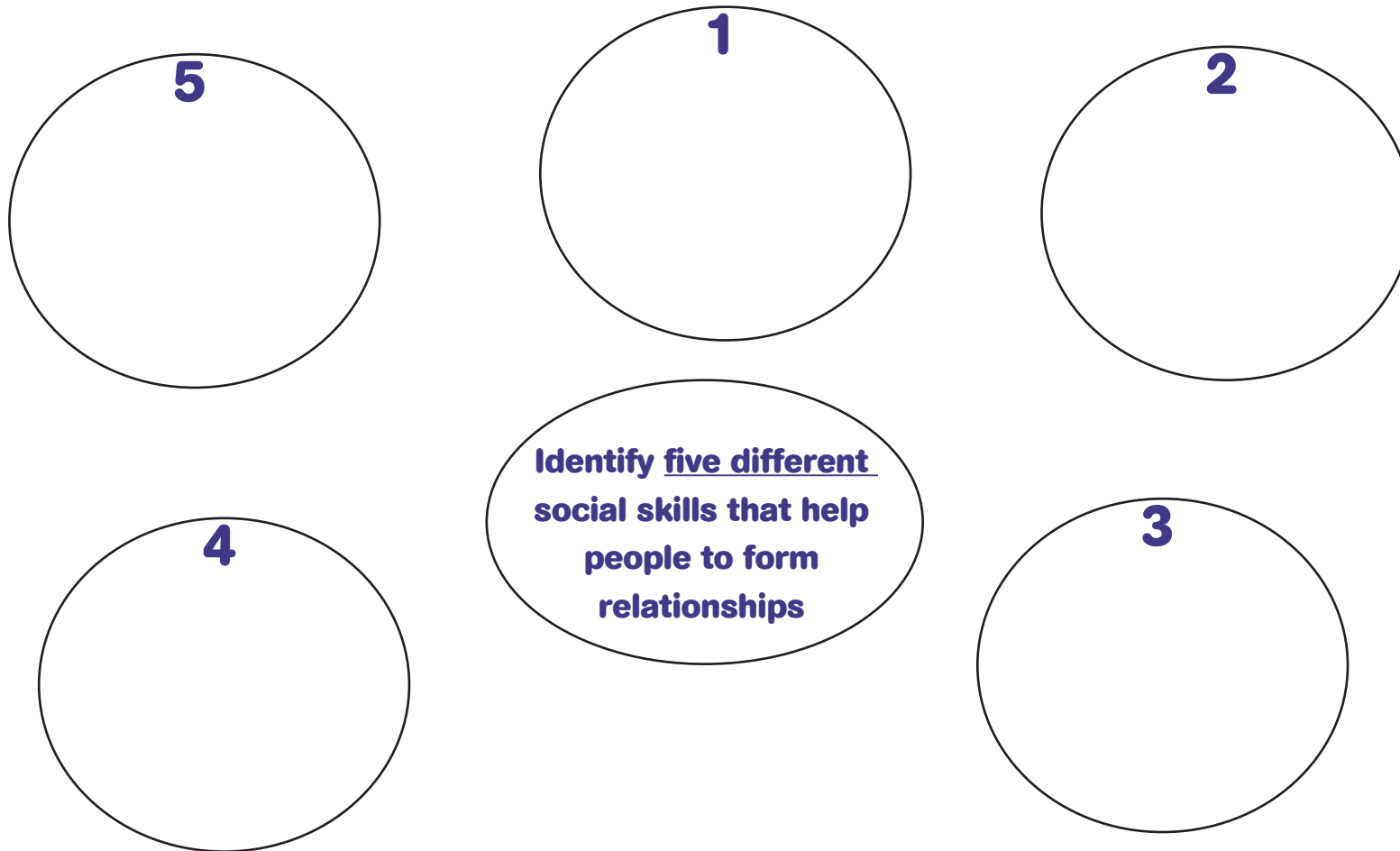
Change 1:

Change 2:

# Task 3

## AC 3.1, 3.2, 3.3

Complete the diagram below with positive and negative feelings and emotions.



Complete the following sentences to describe how social skills can be used in different situations.

You are working as part of a group.

Listening skills can be used to...

Negotiating skills can be used to...

A 'friend' is trying to persuade you to smoke and you don't want to.

Assertiveness skills can be used to...

You have an interview for a part-time job.

Communication skills can be used to...

Outline how you (or someone you know) have used social skills to improve a relationship.

# Task 4

## AC 4.1, 4.2, 4.3

Sam had promised to be home by midnight. When she got home at 2am her mother was waiting and expressed her feelings in no uncertain terms.

Identify the feelings and emotions her mother is likely to be experiencing.

Joe lent Craig some money six weeks ago. Craig promised to pay it back when he started work. Joe has not asked for the money back, but knows Craig has started a new job. There has been no attempt to repay him. Joe now needs the money to pay the deposit for a holiday with his girlfriend.

Identify the feelings and emotions Joe is likely to be experiencing.

Think of **two** situations where you (or a friend) have felt strong feelings or emotions. An example has been completed for you.

Complete the table below

<b>Strong feeling or emotion</b>	<b>Cause</b>
Jealousy	I saw my girlfriend dancing closely with someone else

Describe how trust and respect can have a positive effect on a relationship.

Relationship:

Description of positive effect:

Describe how jealousy and anger can have a negative effect on a relationship.

Relationship:

Description of negative effect:



# Task 5

## AC 5.1, 5.2, 5.3, 5.4, 5.5

Give **four** examples of diversity within society.

- 1.
- 2.
- 3.
- 4.

What is the benefit to society of having:

both younger and older people in it?

people from different cultures in it?

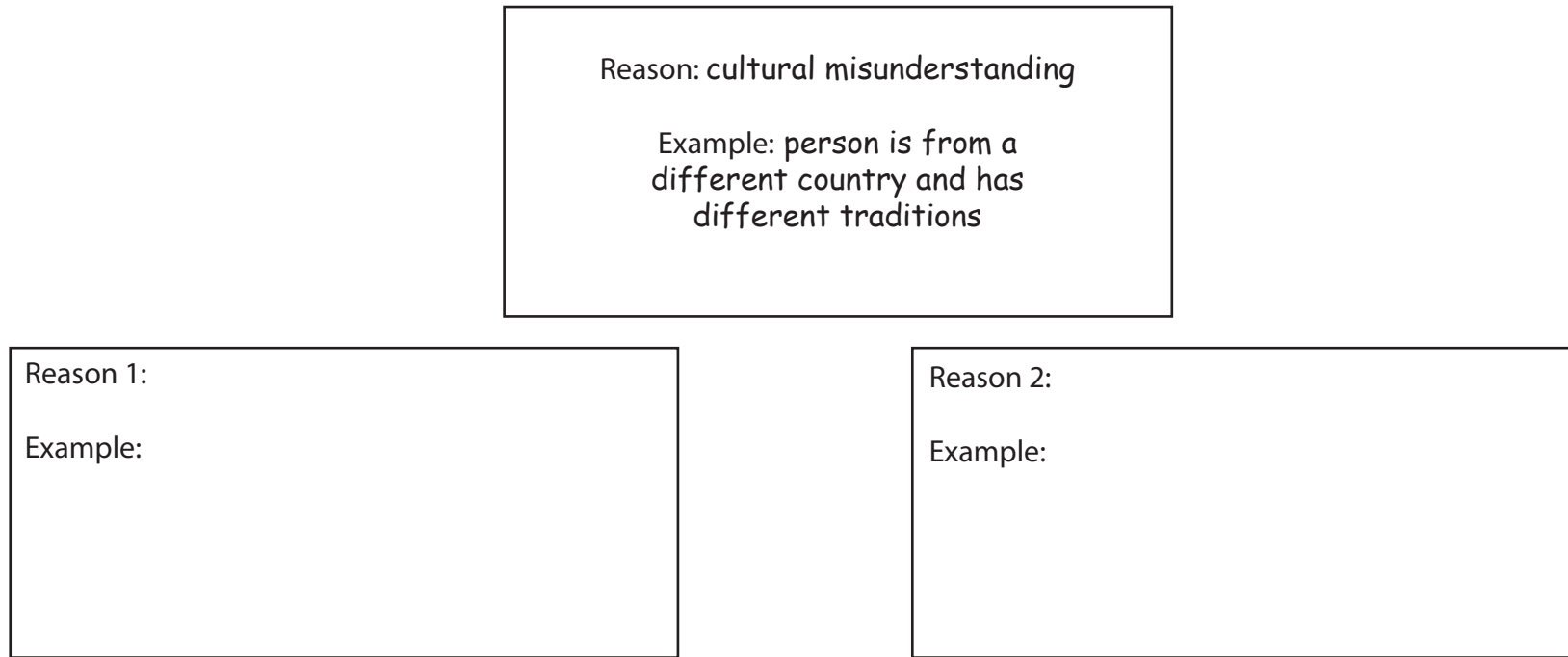
Complete the sentences to give **one** example for each of the definitions.

Stereotyping is a popular belief about specific social groups or types of individuals.  
An example of this is...

Discrimination is treating someone differently because of something about them.  
An example of this is...

Prejudice is to 'pre-judge' people based on what the person thinks they know about them.  
An example of this is...

Complete the diagram below with two reasons why people might be prejudiced or discriminate against people. Give an example for each. An example has been completed for you.



You are waiting at a bus stop with your friend who is in a wheelchair. When the bus arrives the driver says you can get on but your friend can't. The bus has access for wheelchairs.

What could you do **at the time** to question this discrimination safely and assertively?

What could you do **afterwards** to question this discrimination safely and assertively?

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