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|------------------------|---|
| Unit Title: | Understanding risk and making personal decisions |
| OCR unit number | L/503/3229 |
| Level: | 1 |
| Credit value: | 3 |
| Guided learning hours: | 25-30 |
| Unit expiry date: | 01/07/2016 |

Unit purpose and aim

This unit will enable the learner to understand the potential risks and consequences involved in making personal decisions, and how to reduce these risks. It will enable Learners to understand external influences on decision-making, and where and how to get advice on making personal decisions and choices.

| Learning Outcomes | Assessment Criteria | Exemplification |
|---|--|---|
| <p>The Learner will:</p> <p>1 Understand that choices can involve positive and negative consequences</p> | <p>The Learner can:</p> <p>1.1 Identify health, financial or career choices that involve taking risks</p> <p>1.2 Outline potential positive and negative consequences of making health, financial or career choices</p> | <p>Examples of choices could be:</p> <ul style="list-style-type: none"> • putting money into a high-risk investment account • borrowing money • making a career move • choosing a form of contraception <p>Examples of positive consequences could include:</p> <ul style="list-style-type: none"> • a rise in interest rates giving a greater return on savings • moving into a career that has long-term rather than short-term benefits • a choice of contraception that helps reduce the likelihood of STIs as well as pregnancy <p>Examples of negative consequences could include:</p> <ul style="list-style-type: none"> • defaulting on a loan payment due to a rise in interest rates • losing money in a high-risk savings account |

| Learning Outcomes | Assessment Criteria | Exemplification |
|--|---|---|
| | | <ul style="list-style-type: none"> • a contraceptive choice that isn't effective or causes other health-related problems • moving into a job without long-term prospects |
| 2 Understand how to manage risk in making choices | 2.1 Describe ways to manage risk when making choices | <p>Examples of managing and reducing risk could be:</p> <ul style="list-style-type: none"> • identifying and using sources of further information about a choice • researching of potential risks involved • modifying or changing a choice based on information gained |
| 3 Understand how peers and others can influence decision-making and taking risks | <p>3.1 Outline how peers and others can influence decision-making and taking risks</p> <p>a) in a positive way b) in a negative way</p> <p>3.2 Identify where to get help with resisting negative peer pressure and influence to take risks</p> | <p>Positive examples could include:</p> <ul style="list-style-type: none"> • persuading/encouraging • physically or verbally • listening to choices • offering advice <p>Negative examples could include:</p> <ul style="list-style-type: none"> • bullying or using threatening behaviour • using violence • blackmail <p>Examples of how to get help could include:</p> <ul style="list-style-type: none"> • from public support services such as social services, the police • from charities/organizations such as Childline, Women's Aid, Frank • by speaking to a responsible adult such as teacher, school counsellor, manager at work |
| 4 Understand how to use advice in making personal life choices | <p>4.1 Outline decisions related to health, finances or career choices where advice may be needed.</p> <p>4.2 Identify sources of advice when making decisions about:</p> <p>a) health b) finances c) career</p> | <p>Examples of personal lifestyle decisions could relate to:</p> <ul style="list-style-type: none"> • Job or career • Future study options • Economic decisions such as buying a house; opening a savings account • Health decisions such as change in diet; going on/coming off medication; an exercise regime <p>Learners should find specific sources that relate to identified situations. Examples could include:</p> <ul style="list-style-type: none"> • NHS direct • Brook (advice and guidance on sexual health) |

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|--|---|--|
| | 4.3 Outline how to use advice in making decisions about a) health b) finances c) career | <ul style="list-style-type: none"> • Frank (drugs and alcohol advice) • School/local authority careers centre • Citizens Advice Bureau • www.direct.gov.uk (public services site) • www.thesite.org.uk (advice and guidance on all aspects of personal and economic wellbeing and careers) <p>Learners should show how the information sources above could contribute to decision-making about choices related to personal health, financial wellbeing or career.</p> |
| 5 Understand how laws can affect personal choices | 5.1 Outline laws which affect personal choices 5.2 Outline potential consequences of breaking the law when making personal choices | <p>Examples could include:</p> <p>Alcohol:</p> <ul style="list-style-type: none"> • children under 16 can enter a pub supervised by an adult, but not drink alcohol • children aged 16-17 can drink beer, wine or cider with a meal if bought by a adult • it is illegal for anyone under the age of 18 to buy alcohol <p>Sexual relationships:</p> <ul style="list-style-type: none"> • the legal age of sexual consent in the UK is 16 for everyone, regardless of gender or sexuality <p>Examples could include:</p> <ul style="list-style-type: none"> • reprimand/final warning • custodial sentence • ASBO • community sentence • criminal record |
| 6 Understand how feelings and emotions can influence risk taking and decision making | 6.1 Identify feelings and emotions that may arise when a) making a personal decision b) taking a risk 6.2 Outline how feelings and emotions can affect a personal decision | <p>Examples could include:</p> <ul style="list-style-type: none"> • excitement • euphoria/happiness • anticipation • anxiety • fear • confusion <p>Effects of feelings and emotions on decision-making could be positive or negative. Examples could include:</p> <ul style="list-style-type: none"> • decision made based on feelings (negative or positive) at the time • decision may get made for emotional rather than pragmatic reasons (or a mixture of both) • decision is made without considering consequences |

Assessment and evidence requirements

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to devise activities and evidence that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific marking guidance for each unit.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

Functional Skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

| Functional Skills Standards | | | | | |
|------------------------------------|---|--------------------|--|--|---|
| English | | Mathematics | | ICT | |
| Speaking and Listening | ✓ | Representing | | Use ICT systems | |
| Reading | ✓ | Analysing | | Find and select information | ✓ |
| Writing | ✓ | Interpreting | | Develop, present and communicate information | |

Relationships with Personal, Learning and Thinking Skills (PLTS)

This section indicates how the unit relates to the six PLTS areas:

| PLTS | | | | | |
|------------------------------|--------------------------|----------------------------|---------------------|----------------------|--------------------------------|
| Independent Enquirers | Creative Thinkers | Reflective Learners | Team Workers | Self Managers | Effective Participators |
| ✓ | | ✓ | | ✓ | |

Resources

The following resources are available for this unit:

Unit specification

Candidate evidence booklet

Candidate evidence checklists

Candidate Submission Forms

Marking guidance

Handbook

Glossary

Additional information

For further information regarding administration for this qualification, please refer to the *Personal Life Skills Centre Handbook* and the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.
