# PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Entry Level 3

Unit 1: Identifying risk and making personal decisions

# MARKING GUIDANCE

Assessment must take place before submitting candidate work to the OCR Examiner-moderator.  This should be made evident by the centre assessor using annotations (ie ticks and comments).

| Assessment criteria | OCR Task | Guidance |
|---|---|---|
| 1.1  Identify different situations that involve risk | 1 | Candidates must give **two** additional examples of situations of their own that are different from those given for each they must identify the risk eg using internet chat room – *do not know who you are talking to*, trespassing on railway – *hit by a train*,  using gambling machines – *lose all your wages*. |
| 1.2  Identify risks involved in everyday decisions | 1 | Candidates must identify **two** risks for each of the decisions in the table for example:<br>Unprotected sex – pregnancy, contracting STIs<br>Asking boy/girl out on date – rejection, being made fun of<br>Drinking more than recommended units of alcohol - long term health problems, accident whilst drunk. |
| 2.1  Identify potential positive and negative outcomes of risk-taking | 2 | Candidates must identify **one** positive and **one** negative outcome for each of the risks identified in the diagram eg buying a mobile phone from a mate –  get a good deal/no guarantee if it goes wrong.  Giving out personal details in an internet chat room – may meet up with someone you get on well with/details may be used inappropriately. |
| 3.1  Identify decisions which may require advice | 3 | Candidates must identify **two** additional decisions that need advice. Examples can be drawn from health, finance, relationships, education, work, leisure. |

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| 3.2 Identify sources of information to help with decision-making | 3 | For each of the decisions (two already in table and two candidates' own) candidates must identify **one** different source of information, advice or guidance. |
| 4.1 Identify laws that may affect personal choices | 4 | Candidates are expected to have found out about a range of laws that apply to their age group. Candidates should give the accurate ages for each scenario.<br>18<br>Parental consent<br>18<br>18 |
| 4.2 Outline the risks of breaking the law when making personal choices | 4 | Candidates must outline **two** different risks. See exemplification in the unit, but accept consequences of convictions eg impact on job and future careers. |
| 5.1 Identify a. positive ways b. negative ways that peers might influence decision making and risk-taking | 5 | Candidates must give **one** positive and **one** negative example for each of the two situations given. These should be different in each case. |
| 6.1 Identify strong feelings and emotions | 6 | Candidates must identify the **five** correct emotions in the appropriate contexts. Emotions cannot be repeated.<br>In order - jealous, furious, excited, love, anger. |
| 6.2 Identify ways that strong feelings and emotions could affect decision-making | 6 | Candidates must identify a strong emotion and the impact this might have on a person's judgement/decision-making eg couple have had a row, man/women is very angry, jumps in car and drives faster than speed limit. |
| 6.3 Identify how to make a decision when experiencing strong emotions | 6 | Candidates must identify accurately the **four** positive things from the list given.<br>Ask themselves what is the worst thing that could happen<br>Consider possible consequences<br>Go for a walk<br>Go to someone for advice. |