PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 1

Unit 11: Forming personal relationships and understanding diversity

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	Task	Guidance
1.1 Outline the importance of different relationships to people's lives	1	Candidates must provide **three** different examples of relationships and give at least **one** reason why each is important.
1.2 Identify the positive and negative ways that relationships can affect people's lives	1	Candidates must provide **two** examples of relationships and for each give **one** positive and **one** negative way in which such a relationship could affect someone's life eg relationship between an employee and employer Positive - provide opportunities that raise self-esteem or develop new skills which could give rise to new opportunities Negative - constant criticism diminishes confidence or lack of opportunity to learn might limit progression. The positive and negative ways should be different and not just the reverse of each other.
2.1 Identify ways in which relationships can change in a) positive ways b) negative ways	2	Candidates should identify **two** relationships and for each identify **one** positive and **one** negative way in which they can change. Positive ways: get closer to someone, become more intimate, trust someone more, spend more time together. Negative ways: fall out of love, start to lead separate lives ie different interests, promotion of colleague leads to barrier ie 'them and us'.

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2.2 Describe changes within relationships	2	The answer should be in sentences and describe how the chosen relationship has changed - giving a description of the changes that have taken place. Answers will depend on the relationship chosen, but changes should relate eg relationship between friends: 1 - Could become closer after one of them offered support to the other at a time of stress 2 - Could become less trusting after one friend put pressure on the other to indulge in high risk behaviour. Relationship with a parent 1 - Could become closer through shared interests as you get older 2 - Could become less close as you are no longer as dependent on them as you grow older.
3.1 Identify social skills needed to help form relationships	3	Candidates should put a different social skill in each 'bubble'. Skills can include listening, collaborating, negotiating, assertiveness, empathising, etc.
3.2 Describe how social skills can be used in different situations	3	All the answers should complete the sentence and provide a description of how the skill would be used, for example: Listening skills... make sure you hear what you are supposed to do. Negotiating skills... the work of the group is shared equally. Assertiveness skills... make sure your friend understands you don't want to smoke. Communication skills... give information about your skills and abilities. Candidates descriptions may vary and are acceptable as long as they are relevant.
3.3 Outline how relationships can improve by using social skills	3	Candidates should provide a full answer describing i) a situation, ii) the outcome and iii) what skills were used to reach the outcome. It is acceptable for candidates to take the example from a fictitious character, for example, from a television programme ie Eastenders.
4.1 Identify strong feelings and emotions caused by relationships	4	The candidates should identify at least **two** feelings or emotions relevant to the situation to show that the candidate has understood how someone would feel in the circumstances eg mother - words such as anxious, frightened, worried, angry.

4.2	Outline causes of strong feelings and emotions within relationships	4	Candidates should state the strong feeling or emotion and outline the cause.
4.3	Describe how strong feelings and emotions within relationships can affect personal wellbeing in positive and negative ways	4	Candidates should state a relationship and describe how trust and respect can have a positive effect for example, trust and respect in the workplace could lead to improved relationships that result in promotion. Candidates should state a relationship and describe how jealousy and anger can have a negative effect eg jealousy and anger could lead to a breakdown in a marriage because of feelings of not being trusted.
5.1	Give examples of diversity within society	5	**Four** different examples should be provided for example, different abilities/disability, different religions, different ages, different sexualities, different ethnicity.
5.2	Outline benefits of diversity	5	Although similar reasons could be given for each example eg increased tolerance, respect and understanding, widening of social experience. Different benefits should be given.
5.3	Identify examples of stereotyping, prejudice and discrimination	5	Candidates should identify one example for each of the definitions given ie Stereotyping is... saying all women are bad drivers. Discrimination is... paying a woman less to do the same job as a man. Prejudice is... saying anyone wearing a 'hoodie' is a thug.
5.4	Outline potential reasons for prejudice and discrimination	5	A reason with an example should be provided for example: Someone is bullied because they are the only one on their street from a particular religious group. Ignorance of the Human Rights Acts regarding how rights of asylum seekers are different to those of other migrant groups.
5.5	Outline ways to question discrimination safely and assertively	5	The answer should state the right of the wheelchair user to have access to the bus. The candidate could describe how they would challenge the driver at the time and/or write to the bus company, council/MP and/or newspaper describing the incident and the rights of the wheelchair user. The proposed actions should ensure safety for all concerned eg do not accept physical violence or direct action, such as being verbally abusive, forcing way onto bus or blocking road in front of bus.