

Learning Outcomes	Assessment Criteria	Exemplification
2 Know about state financial benefits	<p>2.1 Outline different state financial benefits</p> <p>2.2 Outline how different groups of people might gain from state financial benefits</p>	<p>Examples of state financial benefits could include:</p> <ul style="list-style-type: none"> • educational allowances • child benefits • unemployment benefits • disability allowances <p>Examples of groups of people could include:</p> <ul style="list-style-type: none"> • students • parents • unemployed people • carers <p>Examples of how people might gain from state financial benefits could include:</p> <ul style="list-style-type: none"> • encourages young people to stay on in education to improve their prospects • enables parents with young children to return to work • offers financial support while unemployed • offers financial support for those who provide care for someone <p>Outline includes basic identification of different groups and related gains.</p>
3 Be able to plan a weekly budget	<p>3.1 Identify total income for a week at work, on a programme of learning or in personal life</p> <p>3.2 Plan expenditure for a typical week at work, on a programme of learning or in personal life</p> <p>3.3 Work out whether total planned expenditure is less than or equal to income</p>	<p>Learners may use their own income, realistic estimated income or income figure provided by the teacher/tutor</p> <p>Cost of individual entries may be actual, based on past experience or estimated</p> <p>Examples of planning using headings could include:</p> <ul style="list-style-type: none"> • accommodation • food • travel • other eg mobile phone <p>Working out:</p> <ul style="list-style-type: none"> • work out the total expenditure • subtract the total expenditure from the income

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	<p>5.2 Outline different types of financial accounts</p> <p>5.3 Order the main steps in opening financial accounts</p>	<p>Examples of financial accounts could include:</p> <ul style="list-style-type: none"> • bank account • building society account • savings account (ie ISA, Child Trust fund) • credit card account • online/postal account <p>Examples of main steps could include:</p> <ul style="list-style-type: none"> • research specific accounts available for your purpose • choose a suitable bank/building society • select the type of account • visit the bank with ID /post if applying online • open the account • receive relevant paperwork to operate account eg passbook, chequebook and cheque card, PIN
<p>6 Understand the consequences of getting into debt</p>	<p>6.1 Outline different ways of getting into debt</p> <p>6.2 Outline problems that getting into debt may cause for an individual or family</p>	<p>Ways debt may arise include:</p> <ul style="list-style-type: none"> • spending more money than you earn • gambling • borrowing money which you are unable to repay • only making minimum repayment on credit/store cards <p>Examples of problems of getting into debt include:</p> <ul style="list-style-type: none"> • greater proportion of income is needed to pay off original debt and interest • repossession of belongings by credit agencies • house is repossessed as repayments can't be met • additional employment is needed as finances are stretched • personal well being affected • relationship issues

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

Frequently Asked Questions (FAQs)

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.