

PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 2

Unit 12: Understanding personal relationships and respecting 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).

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 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 12: Understanding personal relationships and respecting diversity K/503/3240

Task 1

AC 1.1, 1.2

Give an example of **three different** types of relationships and describe the rights and responsibilities within these relationships.

1. Type of relationship:

Description of a right:

Description of a responsibility:

2. Type of relationship:

Description of a right:

Description of a responsibility:

3. Type of relationship:

Description of a right:

Description of a responsibility:

Describe **two** responsibilities within a sexual relationship:

1.

2.

Task 2

AC 2.1, 2.2, 2.3

Describe **three** features of a successful relationship you know or have studied (you can use public figures, celebrities or characters from literature).

Relationship between:

- 1.
- 2.
- 3.

Explain the reasons for difficulties within a relationship you know or have studied (you can use public figures, celebrities or characters from literature).

What are the difficulties?

Explain at least **two** reasons for these difficulties.

- 1.
- 2.

Scenario 1

Kai enjoys learning new skills at work. He has always had good working relationships with his manager and has felt able to ask for help and advice when he needed it. Recently Kai has had a new manager who he feels is treating him unfairly. Kai's manager has been giving him extra tasks without explaining them and Kai is now feeling less confident in his work.

Scenario 2

Poppy has been friends with Joanne since primary school. They are both 16. Poppy has covered for Joanne several times, saying that she is staying at her house when in fact she has been staying with her boyfriend. Poppy is beginning to feel that their friendship is suffering. She no longer wants to lie and is feeling used.

Select **one** of the above scenarios and describe **two** ways that the individuals could resolve the difficulties in their relationship.



Task 3

AC 3.1

Describe **two** positive and **two** negative ways in which relationships can affect personal wellbeing.

Positive

- 1.
- 2.

Negative

- 1.
- 2.

Someone you know is experiencing domestic violence - name an organisation that could provide advice.

A friend of yours is finding it difficult to come to terms with the death of a close relative. Where would you suggest they go for support?

You read the following letter on the problem page of a magazine.

Dear Jaqi

I have been going out with a boy for a year and we have been having sex. I think I might be pregnant and I can't tell my parents or my boyfriend because they will go mad. I don't know what to do. I feel so alone. I just want to run away from it all.

From a desperate girl

Respond to the letter explaining where they should go for advice and support.



Task 4

AC 4.1, 4.2

Describe, using examples, **three** features of a diverse society.

1.

2.

3.

Describe **two** ways society benefits from diversity.

1.

2.

Describe why prejudice and discrimination occur within society. Use examples to support your answer.

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.

How would you challenge this discrimination safely and assertively?

Include actions at the time, shortly afterwards and in the long term.

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Vocational qualifications

Telephone 024 76 851509

Facsimile 024 76 851633

Email vocational.qualifications@ocr.org.uk

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