

PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 2

Unit 3: Managing risks in personal decision-making

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 Explain the meaning of risk in different situations	1	<p>Candidate explanations should show that they understand that risk is about the potential for something to happen as a consequence of an action which may have either positive or negative outcomes for themselves and/or others.</p> <p>In the second part of the task, Candidates are expected to explain the risks for each activity.</p> <p>Example: <i>'Investing money is a risk because although the rewards might be high there is a chance that you might not get back what you invested.'</i></p>
1.2 Assess potential risks when making personal choices	1	<p>Candidates must demonstrate that risk affects others not just themselves so they should identify more than one risk in each scenario. See 1.3 below and exemplification in unit.</p>
1.3 Explain how to reduce risk in making personal choices	1	<p>Candidates must explain how to reduce risk for each scenario eg choosing to get a job rather than go on to further study – risk is may not be able to progress in career as do not have high level qualifications required, risk may be reduced if choose to study part-time, distance learning or on-job training. This would mean that the person would gain the qualifications, although more slowly, but would still be able to progress/develop.</p>

2.1 Compare negative and positive peer pressure and influence when making decisions and taking risks.	2	Candidates must be able to make comparisons as well as identifying positive and negative influences eg a positive influence might be a friend who suggests that choosing an unlicensed cab might be risky whereas a different friend might say ' <i>but it's cheaper than our regular cab fare</i> '. The effect - candidates must identify which of the peer influences would have more effect and why eg ' <i>I would listen to my friend who is the positive influence as it's better to be safe for the sake of a few pounds</i> '.
2.2 Explain when to get help when being pressured to take risks	2	Candidate responses should show that they understand that a person needs to get help if the pressure is such that it affects their health, wellbeing or development. Examples of responses are: <i>'They should get help if the pressure is affecting their health or wellbeing because if it carries on they will become ill'</i> <i>'They should get help if the pressure is violent or threatening as they may be in danger'</i> <i>'They should get help if the pressure is making them behave dangerously themselves as there may be a risk to their own safety'</i>
2.3 Describe strategies for resisting unhelpful peer pressure and influence	2	Candidates must describe three different strategies. At least one should be a personal strategy. At least one should relate to support from others.
3.1 Compare different sources that advise and support decision making about personal choices	3	Candidates must compare three appropriate sources of information and recommend one .
3.2 Explain how to use advice and support when making personal choices about a. health b. finances c. career	3	Candidates should explain how one different source for each of the health, finance and career choices could be used.
4.1 Assess potential risks in different situations	4	Candidates should identify appropriate risks for each of the three scenarios. Candidate responses should be appropriate to the scenario eg travelling around the world: Risks - lonely, running out of money, personal safety If scenarios are changed there must be a range of contexts. At least three situations involving different types of risk (eg financial, personal, sexual, work related) should be given.
4.2 Describe how to manage risk and make choices in different situations	4	Manage risks by - planning, good communication, asking a friend along, arrange to meet people at different places. What would be the best decision? - accept any suitable justified response.

5.1 Describe a potential short term consequences of making choices that break the law	5	Candidates must be able to briefly describe two short term consequences of breaking one law.
5.2 Describe the potential long term consequences of making choices that break the law	5	Candidates must be able to briefly describe two long term consequences of breaking one law.
6.1 Explain how feelings and emotions can influence personal decisions or choices	6	For each scenario candidates must be able to describe at least two feelings/emotions and explain briefly how these might influence their choices/decisions.
6.2 Describe ways to manage feelings and emotions to support personal decisions or choices	6	Candidates must describe at least two appropriate ways to manage feelings/emotions. See unit for exemplification.