

PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 2

Unit 3: Managing risks in personal decision-making

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 3: Managing risks in personal decision-making T/503/3239

Task 1

AC 1.1, 1.2

Explain the risks associated with each of the following?

Investing money:

Sunbathing on holiday:

Starting your own business:

Assess the potential risks to self and others in making the following choices. For each explain how to reduce risk:

Getting home late at night

Potential risks:

How to reduce risks:

Ending a relationship

Potential risks:

How to reduce risks:

Choosing to get a job rather than go on to further study

Potential risks:

How to reduce risks:

Task 2

AC 2.1, 2.2

Complete the table below. Identify **three** situations where peers could influence a decision you might be making. For each situation identify how might peers influence your decision positively and negatively? In each situation outline which would have the most effect on you and why.

	Situation	Positive influence of peers	Negative influence of peers	Effect and why
1				
2				
3				

When a person is being pressured to take risks it can have a number of effects.

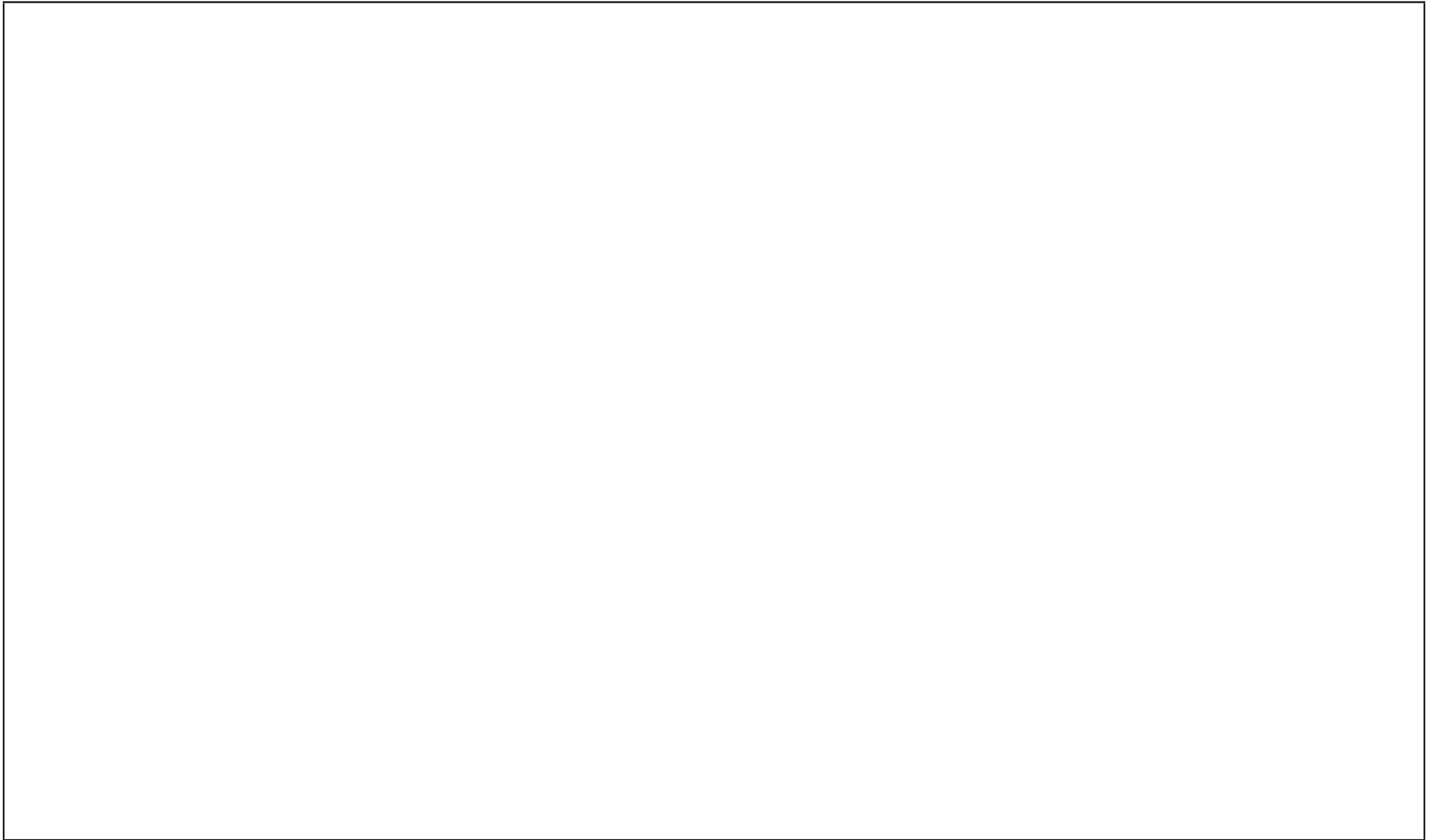
Explain **three** occasions when a person should get help to resist this pressure

1.

2.

3.

Produce a simple handout for people younger than yourself describing **three** strategies for resisting unhelpful peer pressure and influence. You may choose to use the space provided below or use IT.

A large, empty rectangular box with a thin black border, intended for the student to write their handout. It occupies most of the page below the instructions.

Task 3

AC 3.1, 3.2

Answer the following 'problem page' letter to an agony aunt called Abbi. In your response compare **three** sources of help and information and recommend which **one** Carey should use.

Dear Abbi

My mother has been drinking at least a bottle of spirits per day for the past few months. She is finding it difficult to get up for work in the mornings and hardly ever provides meals for the family. She is sometimes quite aggressive and I am very worried about her - but also about my younger brother and sister.

Please tell me where I can find more information and the best places to go for help and advice.

Carey

Complete the table below to explain how to use advice and support when making personal choices.

	Source of advice and support	How you would use the advice and support
Personal health choice		
Personal financial choice		
Personal career choice		

Task 4

AC 4.1, 4.2

Assess the potential risks in the following situations:

Travelling round the world alone.

What would be the risks?

How could these risks be managed?

What would be the best decision?

Choosing to lend £50 to a friend.

What would be the risks?

How could these risks be managed?

What would be the best decision?

Your boss at work asks you to use a piece of machinery for which you have not received training.

What would be the risks?

How could these risks be managed?

What would be the best decision?

Task 5

AC 5.1, 5.2

Using **one** area of law that you have studied, describe **two** potential **short term** consequences of breaking the law.

Short term consequence 1:

Short term consequence 2:

Using **one** area of law that you have studied, describe **two** potential **long term** consequences of breaking the law.

Long term consequence 1:

Long term consequence 2:

Task 6

AC 6.1, 6.2

Explain how the feelings and emotions that might be felt by the people in the following situations could influence their decision/choice.

Samantha is deciding whether or not to move in with her boyfriend...

Frank is trying to decide whether to take the job he has been offered or go to college to gain more qualifications...

Ava is an unmarried 17 year old who lives at home. She is pregnant and is deciding whether or not to tell her parents...

Max is in debt having borrowed money from a friend who now wants it back...

Nathan is offered a lift home by his brother Sam who has been drinking...

Describe different ways to manage feelings and emotions when faced with making difficult personal choices.

A large, empty rectangular box with a thin black border, intended for the student to write their response to the question above.

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Vocational qualifications

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