

PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 1

Unit 2: Understanding risk and making personal decisions

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.

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 2: Understanding risk and making personal decisions L/503/3229

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.

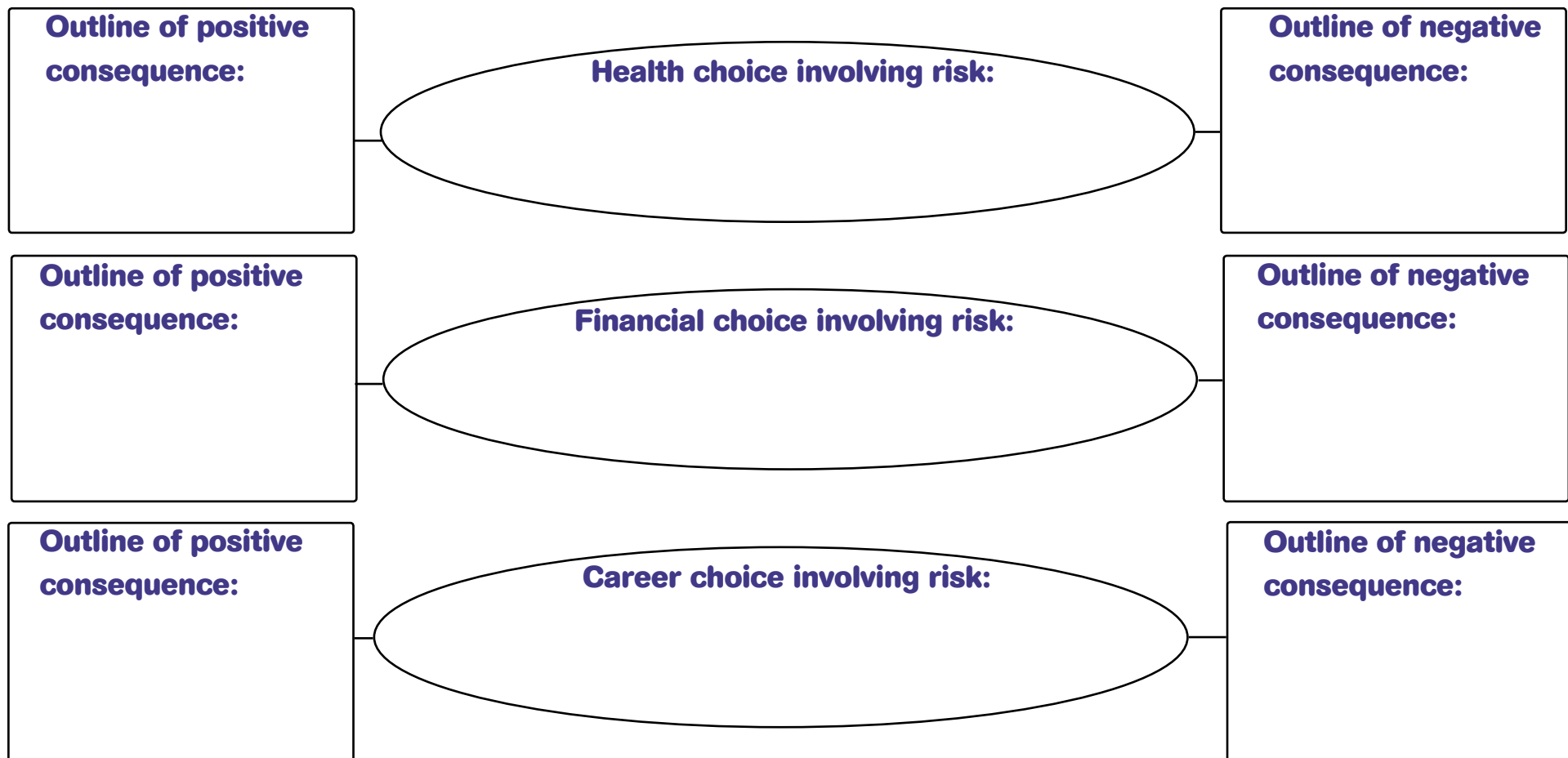
ALL OF THIS MATERIAL MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

Task 1

AC 1.1, 1.2

Complete the diagram below with **one** example each of a health, financial and career choice that involves taking risk.

Outline the positive and negative consequences of taking those risks



Task 2

AC 2.1

Describe ways to manage the risk in the following choices:

Choice	What is the risk?	What influences your choice?	What would minimise the risk?
Choosing between a licenced and unlicensed taxi.			
Choosing to lend £50 to a friend.			

Chris and Sam are thinking about starting a sexual relationship. Describe **one** of the potential risks and suggest **two** sources of information that would help them manage the risk.

Risk	Sources of information
	1.
	2.

Task 3

AC 3.1, 3.2

Give **three** examples of situations where peers and others could influence a decision you might be making.

For each situation give **one** example of how peers and others can influence in a positive way and **one** example of how peers and others can influence in a negative way.

	Situation	Positive influence of peers and others	Negative influence of peers and others
1.			
2.			
3.			

For **two** of the situations above, identify where you would get help to resist negative peer pressure.

Situation:

Where to get help:

Situation:

Where to get help:

Task 4

AC 4.1, 4.2, 4.3

Outline a decision related to: health, finances and career choices where you might need advice.
What would be the most appropriate source(s) to help you?
How could this advice help you make your decision?

Complete the table below:

	Outline of decision to be made	Source(s) of advice	How advice could help
Health			
Finance			
Career			

Task 5

AC 5.1, 5.2

Complete the table below to identify the law that affects the choices.
An example has been completed for you.

Decision	What the law says
You are 16 and want to ride a 125cc bike.	The law says... you can only ride a bike up to 50cc.
You are 15 and need contraceptive advice but are worried that your doctor would have to tell your parents.	
Your friend has drunk 3 pints of beer during a quick drink after work. They ask if it's ok for them to drive.	
You are 17 and go to your local shop to buy a pack of cigarettes.	

Outline **two** potential legal consequences and **one** personal consequence of breaking the law.

Legal consequence of breaking the law

1.

2.

Personal consequence of breaking the law

1.

Task 6

AC 6.1, 6.2

Identify **two** feelings or emotions that the following people may experience when making their decision:

Decision	Feelings or emotions experienced
Dev is deciding whether or not to move in with his girlfriend.	1. 2.
Frank is trying to decide whether to take the job he has been offered or go to college to gain more qualifications.	1. 2.
Ava is an unmarried 17 year old who lives at home. She is pregnant and is deciding whether or not to tell her parents.	1. 2.
Max is in debt having borrowed money from a friend who now wants it back.	1. 2.
Nathan is offered a lift home by his brother Sam who has been drinking.	1. 2.

Choose **one** of the above situations. Outline how the feelings/emotions you have identified could affect the decision the person has to make.

Situation:

How feelings/emotions could affect the decision:

Tick the **four** actions you would advise someone to take, when experiencing strong emotions, if they needed to make an important decision.

Situation	✓
Shout and rage	
Ask themselves what is the worst thing that could happen	
Blame everyone else	
Consider possible consequences	
Go for a walk	
Throw things around	
Go to someone for advice	

www.ocr.org.uk

OCR customer contact centre

Vocational qualifications

Telephone 024 76 851509

Facsimile 024 76 851633

Email vocational.qualifications@ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.
© OCR 2011 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

