

PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 2

Unit 12: Understanding personal relationships and respecting diversity

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	Guidance
1.1 Describe rights and responsibilities within different relationships	Candidates must identify three different types of relationships eg sibling, friendship, work colleague, parent and provide a description – in sentences – of one right and one responsibility in each type of relationship (see exemplification in unit).
1.2 Describe responsibilities within a sexual relationship	Candidates must describe two different responsibilities. They could include getting consent for sex, using contraception if pregnancy is not wanted, ensuring safety from STIs.
2.1 Describe features of successful relationships	Candidates must identify a successful relationship. Three features of the successful relationship should be described in full sentences and include such features as good communication, mutual respect and trust, giving support to each other, empathy, 'give and take' and having fun.
2.2 Explain reasons for difficulties within relationships	Candidates must describe a specific relationship which could be real (personal, someone they know or public/media figures) or fictional (TV drama characters, relationships from literature etc). Difficulties described could be lack of trust, jealousy, diminished communication, arguments etc. Two reasons for the difficulties should be explained fully for example, a loss of trust in a marriage between two public figures after one partner discovered that the other had had an affair or someone known to the candidate whose relationship with an employer became strained and less friendly after the employer demanded a change in working hours that meant that the employee was unable to collect a child from nursery on time.

<p>2.3 Describe ways to resolve difficulties within relationships</p>	<p>For one of the scenarios candidates must describe fully two different ways (in sentences - one word answers are not acceptable) to deal with the situation in the chosen scenario. For example – responses might include descriptions of the following:</p> <p>Kai:</p> <ul style="list-style-type: none"> • talk to his boss to explain how he is feeling • seek advice from other colleagues • seek advice from Human Resources • seek advice from others including professional advice • ask Union Representative to mediate. <p>Poppy:</p> <ul style="list-style-type: none"> • talk to Joanne to explain how she is feeling • talk to her parents • seek advice from a trusted person eg tutor. <p>Where centres have provided different scenarios the descriptions of the ways to resolve difficulties must relate to the situation in the scenario.</p>
<p>3.1 Describe positive and negative ways that relationships can affect personal wellbeing</p>	<p>Candidates must describe two different positive and two different negative ways in which relationships can affect personal wellbeing.</p> <p>Examples of positive ways: Giving up smoking to please a new partner or promotion at work because of an effective relationship with employer and workmates.</p> <p>Examples of negative ways: Increased stress because of bullying diminished confidence and self-esteem because of constant unfair criticism from a teacher or employer.</p>

<p>3.2 Explain where to find advice and support when a relationship is impacting negatively on personal wellbeing</p>	<p>Candidates must give one organisation that could provide advice on domestic violence for example: Refuge, Women’s Aid, Victim Support, Citizens Advice Candidates must give one appropriate source that could provide support on bereavement . This could be an organisation for example: Cruse, the Bereavement Trust or an appropriate professional eg Counsellor or Community Leader/Church Minister.</p> <p>The response to the letter should include:</p> <ul style="list-style-type: none"> • reference to need for confirmation of pregnancy eg see GP • suggestions of where to go to for advice eg organisations such as Samaritans, Brook Advisory • suggestions of other people to talk to eg other trusted adult. <p>Where centres create their own scenario (to replace the Dear Jaqi letter) it should be around the area of relationship difficulties.</p>
<p>4.1 Describe features of a diverse society</p>	<p>Candidates must describe three different features of a diverse society and use examples to support the description for example:</p> <ul style="list-style-type: none"> • different values and beliefs – importance of extended family, traditions around marriage, religion • cultural and religious festivals – Christmas, Diwali, Eid, Hanukkah • modes of dress – specific to relation eg – Sari, Turban, Hasidic hairstyles • different foods – Halal, Kosher, vegetarian.
<p>4.2 Describe ways in which diversity can benefit society</p>	<p>Answers must be in complete sentences that describe two ways society benefits from diversity. For example,</p> <ul style="list-style-type: none"> • Society benefits from diversity because it enables individuals and communities to develop tolerance for and understanding of different faiths, cultures and beliefs. • Society has also benefited from the establishment of equalities legislation that creates a fairer society. • In a diverse society individuals have the benefit of broad social, cultural and culinary experiences that they otherwise might not encounter.

<p>4.3 Describe reasons for prejudice and discrimination within society</p>	<p>Answers must demonstrate understanding of both prejudice and discrimination by giving examples of situations in which someone may be 'pre-judged' because of the way they dress, what they eat or their religion or customs and that this can give rise to people treating them differently because of this (discriminating).</p> <p>Examples of prejudice and discrimination might include: racism, jealousy, media stereotyping of different sectors of society, ethnicity or religions influencing people who may be ignorant of the reality and who lack cultural understanding.</p>
<p>4.4 Describe how to challenge prejudice or discrimination assertively and safely</p>	<p>The answer should state the right of the wheelchair user to have access to the bus.</p> <p>Responses must address actions:</p> <p>At the time – challenge the driver</p> <p>Shortly afterwards – write/email the bus company/council/MP and/or newspaper describing the incident and the rights of the wheelchair user.</p> <p>In the long term – become involved in a campaign to promote rights of individuals.</p> <p>The proposed actions should ensure safety for all concerned e.g. do not accept physical violence or direct action, such as being verbally abusive, forcing way onto bus or blocking road in front of bus.</p>