

Unit Title: Identifying risk and making personal decisions

OCR unit number T/503/3189
 Level: Entry 3
 Credit value: 3
 Guided learning hours: 30
 Unit expiry date: 01/07/2016

Unit purpose and aim

The purpose of this unit is to introduce learners to making decisions and managing personal risk. The unit will enable the learner to identify the potential risks involved in decision-making, and the positive or negative consequences of making such decisions. Learners will identify influences on decision-making and look at how to find advice when making choices.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Know that there are risks involved in decision-making</p>	<p>The Learner can:</p> <p>1.1 Identify different situations that involve risk</p> <p>1.2 Identify risks involved in everyday decisions</p>	<p>Examples of everyday situations and decisions involving risk could include:</p> <ul style="list-style-type: none"> • crossing the road away from an ‘official’ crossing (risk: being run over) • deciding to use an internet chatroom (risk: threat to personal safety) • asking someone out on a date (risk: rejection)
<p>2 Know that taking risks can have positive and negative outcomes</p>	<p>2.1 Identify potential positive and negative outcomes of taking risks</p>	<p>Positive outcomes might include:</p> <ul style="list-style-type: none"> • independence and confidence increase • getting something desired • new relationships formed <p>Negative outcomes might include:</p> <ul style="list-style-type: none"> • damage to health • threat to personal safety • harm to self-esteem

Learning Outcomes	Assessment Criteria	Exemplification
3 Know where to find advice when making decisions	3.1 Identify decisions which may require advice 3.2 Identify sources of information to help with decision-making	Examples of decisions could include: <ul style="list-style-type: none"> • future career/study choices • buying a new mobile phone • deciding whether or not to smoke a cigarette • choosing where to go on holiday Examples could include: <ul style="list-style-type: none"> • websites • library research • leaflets or magazines • friends and trusted adults
4 Know that laws can affect personal choices	4.1 Identify laws that may affect personal choices 4.2 Outline the risks of breaking the law when making personal choices	Examples of laws could include those related to: <ul style="list-style-type: none"> • buying of alcohol • age of sexual consent for males and females • employment • drug classification and use Examples could include: <ul style="list-style-type: none"> • arrest is an additional risk of breaking a law • breaking a law may put others at risk of arrest (e.g buying alcohol underage; having underage sex) • breaking a law could lead to a criminal conviction
5 Know that peers can influence decision-making and taking risks	5.1 Identify <ul style="list-style-type: none"> a) positive ways b) negative ways that peers might influence decision-making and risk-taking	Examples of positive influence might be: <ul style="list-style-type: none"> • increased confidence when encouraged to do something by a friend • support given in a decision by friends Examples of negative influence might be: <ul style="list-style-type: none"> • peer pressure to persuade a decision about something dangerous or illegal • peer pressure to smoke or get drunk • pressure from friends to take a risk for a 'dare'

Learning Outcomes	Assessment Criteria	Exemplification
6 Know that personal feelings and emotions can affect decision-making	<p>6.1 Identify strong feelings and emotions</p> <p>6.2 Identify ways that strong feelings and emotions can affect decision-making</p> <p>6.3 Identify how to make a decision when making strong emotions</p>	<p>Examples could include:</p> <ul style="list-style-type: none"> • anger • excitement • love • jealousy <p>Learners could use scenarios or case studies of decisions. Examples could include strong emotions such as:</p> <ul style="list-style-type: none"> • happiness/love could lead to a long-term relationship • anger might lead to not speaking to a friend after an argument • excitement about a lifestyle change may lead to a decision to make that change <p>Examples could include:</p> <ul style="list-style-type: none"> • delaying a decision until feeling less emotional • speaking to someone for another opinion/perspective

Assessment and evidence requirements

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to devise activities and evidence that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific marking guidance for each unit.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. When the assessor is satisfied that the candidate has met all the requirements for a unit, they must confirm this by signing the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

Results will be graded Pass or Fail.

Functional Skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	

Relationships with Personal, Learning and Thinking Skills (PLTS)

This section indicates how the unit relates to the six PLTS areas:

PLTS					
Independent Enquirers	Creative Thinkers	Reflective Learners	Team Workers	Self Managers	Effective Participators
✓		✓		✓	

Resources

The following resources are available for this unit:

Unit specification

Candidate evidence booklet

Candidate evidence checklists

Candidate Submission Forms

Marking guidance

Handbook

Glossary

Frequently Asked Questions (FAQs)

Additional information

For further information regarding administration for this qualification, please refer to the *Personal Life Skills Centre Handbook* and the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.