

# PERSONAL LIFE SKILLS

10273/10274/10275/10276/10277/10278

Level 1

Unit 5: Understanding how to maintain personal health and wellbeing

## 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](http://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](http://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 5: Understanding how to maintain personal health and wellbeing F/503/3213

# Task 1

## AC 1.1, 1.2, 1.3

Complete the table below.

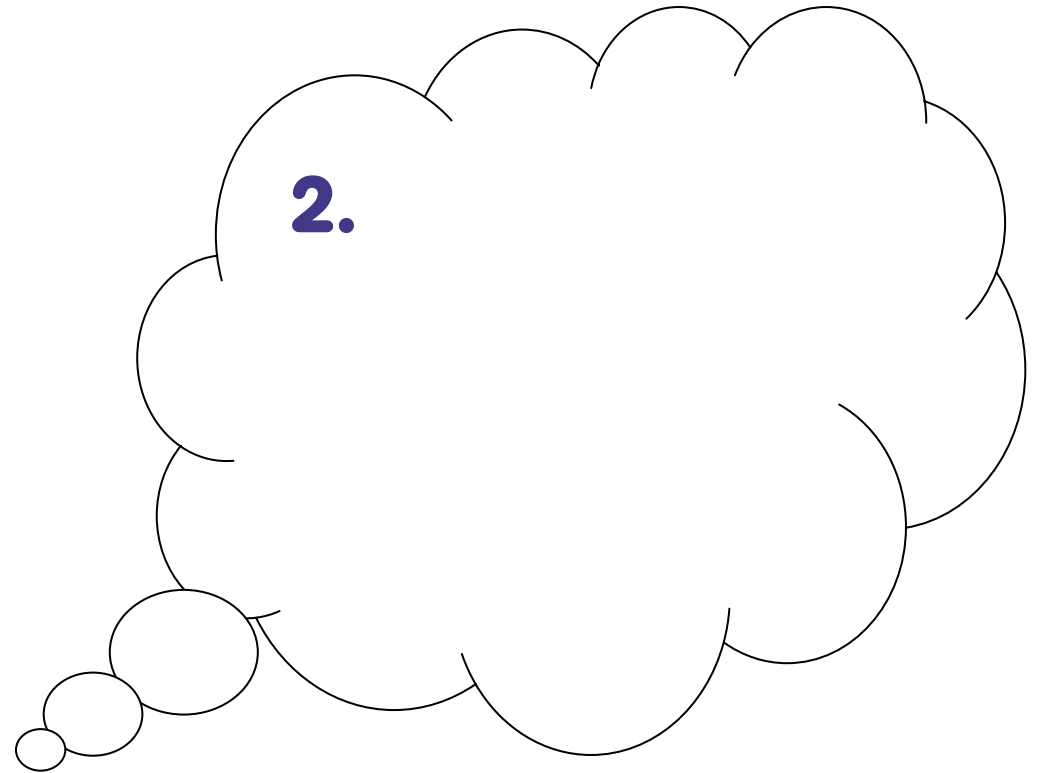
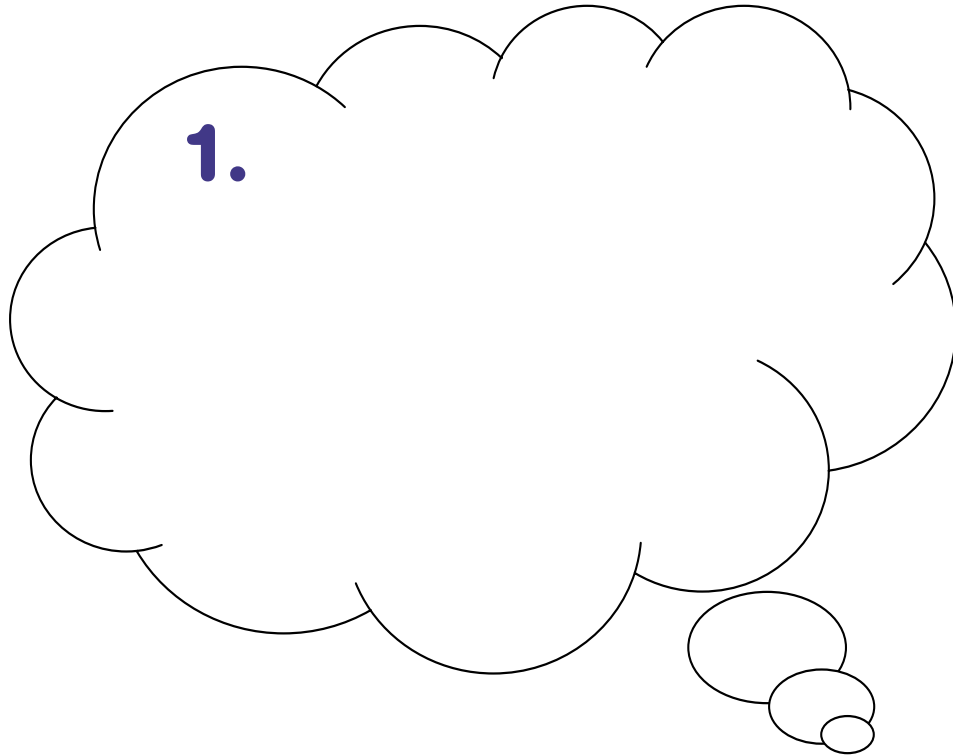
For each of the symptoms identify whether they are a sign of mental, physical or emotional ill-health. Put a tick in the relevant column.

<b>Symptom</b>	<b>Physical ill-health</b>	<b>Mental ill-health</b>	<b>Emotional ill-health</b>
<b>Body Mass Index (BMI) high</b>			
<b>Feel undervalued</b>			
<b>Feels lack of self-worth</b>			
<b>Feels has no opportunity to learn</b>			
<b>Loss of energy</b>			
<b>Unable to face/deal with challenges/problems</b>			

What are the symptoms of the Sexually Transmitted Infections (STIs) below?

<b>STI</b>	<b>SYMPTOM</b>
<b>Chlamydia</b>	
<b>Genital warts</b>	
<b>HIV</b>	

Outline **two** different ways of preventing the risk of STIs.



**How do you prevent  
the risk of STIs?**

# Task 2

## AC 2.1, 2.2, 2.3

Identify **two** factors that may affect mental and emotional health and wellbeing positively. Give **one** example for each.

1.

2.

Identify **two** factors that may affect mental and emotional health and wellbeing negatively. Give **one** example for each.

1.

2.

For each of the following events outline how the person's feelings, emotions and behaviours might be affected.

Frank has got a new job.

This affects him positively by...

Nasreen is being bullied.

This affects her negatively by...

Shereena has just had a baby.

This affects her positively by...

This affects her negatively by...

Outline **three** ways a person might manage external effects on their health and wellbeing.

**How can I feel better about myself?**

**1.**

**2.**

**3.**



# Task 3

## AC 3.1, 3.2

Outline **three** reasons why a person may choose to do something that could affect their health and wellbeing, for example why someone may start smoking.

1.

2.

3.

For each of the lifestyle choices below describe **one** short term effect and **one** long term effect on health and wellbeing.

Identify **one** different lifestyle choice of your own to complete.

<b>LIFESTYLE CHOICE</b>	<b>Short term effect on health and wellbeing</b>	<b>Long term effect on health and wellbeing</b>
<b>Sun bathing without sun protection</b>		
<b>Going to the gym regularly</b>		
<b>Binge drinking</b>		
<b>My lifestyle choice is:</b>		

# Task 4

## AC 4.1, 4.2, 4.3, 4.4

For each of the following age ranges identify **one** different situation where advice on health and wellbeing may be needed:

16 - 18

19 - 25

26 - 40

41 - 65

66+

Shona wants advice about contraception. She wants her partner to receive advice too.

Identify **two** sources of information for Shona and her partner.

1.

2.

Si has been drinking heavily after work and at weekends often on his own. His mates have said that he's turning into a 'saddo' and won't go out with him. You are his best mate and he has asked you for help.

Identify **two** sources of advice for Si. Describe how each source could help Si.

<b>Source of advice</b>	<b>How the source could help Si</b>
1.	
2.	

Match the scenario to the most appropriate response for what you should do.

Draw a line from the scenario to the response.

**Afatab is diabetic. He becomes very confused and then loses consciousness.**

**Alan is painting the outside of the house and slips from his ladder. He has banged his head and was unconscious for a few moments, but is now walking around and says he is fine, but you are not too sure.**

**Zainab's baby has diarrhoea and sickness.**

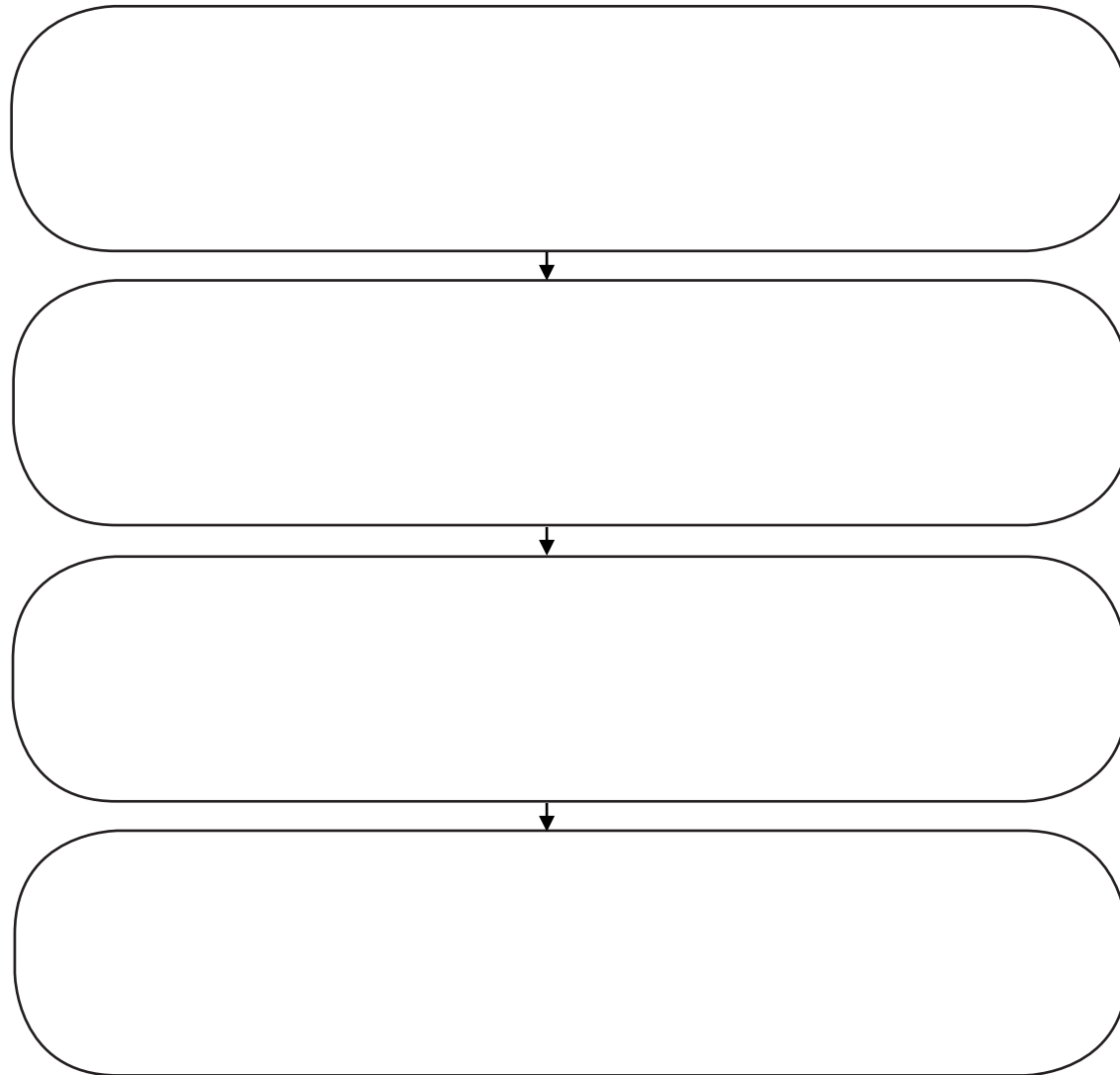
**Go to casualty**

**Contact the GP**

**Dial 999/112**

Complete the flow diagram to show the stages for reporting an accident/emergency using the emergency services 999/112 number.

**“Emergency Services, which service do you require?”**



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