

PERSONAL LIFE SKILLS

10274/10275/10276/10277/10278

Level 2

Unit 6: Maintaining and improving personal health and wellbeing

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 (i.e. ticks and comments).

Assessment criteria	OCR Task	Guidance
1.1 Describe characteristics and causes of mental and emotional ill-health	1	Candidates must be able to describe at least two characteristics and two causes for each eg emotional characteristic: extreme weight loss, attitude to food, vomiting. Cause: anxiety, perceptions of own body, body image against ideal
1.2 Describe ways of supporting individuals with mental and emotional ill-health	1	Candidates are expected to describe three ways of supporting individuals with mental and emotional issues eg medication may rebalance the chemicals in the brain, exercise to release endorphins and help relieve anxiety.
1.3 Describe a) symptoms b) causes c) treatments of STIs, including HIV		Candidates must complete the table with correct symptoms, causes and treatments for each of the STIs given.

<p>1.4 Describe safe behaviour in relation to sexual activity, including STIs, HIV and unwanted pregnancy</p>	<p>1</p>	<p>Candidates must describe three different safe behaviours:</p> <p>Barrier methods - to prevent transmission of STIs and where appropriate to avoid pregnancy. Taking action to minimise the exchange of body fluids - blood, semen, vaginal fluids, between partners as these carry viruses and bacteria. Double dutch method using two contraceptions together, 'The Pill' to stop you getting pregnant and the condom to help prevent any sexually transmitted infections.</p> <p>Abstinence - avoidance of 'skin to skin' contact.</p> <p>Reducing number of partners.</p> <p>Hygiene/regular testing.</p> <p>Self checking.</p>
<p>2.1 Describe how achievements and setbacks can affect confidence and self-esteem</p>	<p>2</p>	<p>Candidates need to identify two achievements and two setbacks. For each they need to give one or two sentences describing the effect on self-confidence and self-esteem. This is likely to be expressed in terms such as 'I felt...' 'they felt...' (where example is someone they know).</p>
<p>2.2 Describe ways in which different media sources portray young people</p>	<p>2</p>	<p>Candidates should describe the ways young people are portrayed showing that they understand that the differences depend on either media source or audience. For example tabloid reporting of young people might use language such as 'gangs of hoodies gathering outside shops' whereas a magazine aimed at teens would talk about 'groups of friends meeting up'. Candidates must be able to describe different forms of media, eg TV, news papers, magazines or Internet (YouTube).</p>
<p>2.3 Explain how media portrayal of young people affects confidence and self-esteem in</p> <p>a) a positive way</p> <p>b) a negative way</p>	<p>2</p>	<p>Candidates should describe the effect on self-confidence/self-esteem and why it might have this effect. For example positive effect: local television news interviewing young people taking part in National Citizen Service programme makes me proud and want to take part. Negative effect: Newspaper article about hoodies being thugs, worried about being seen as a thug just because wearing a hoody, worried about being banned from shops etc.</p>

<p>3.1 Assess personal health and wellbeing in relation to</p> <ul style="list-style-type: none"> a) physical health b) mental health c) emotional health 	3	<p>Candidates should assess Mary's health. They should identify issues, such as:</p> <p>Physical – too much exercise, eating late at night and on the go, but does seem to have some elements of a healthy diet.</p> <p>Mental – waking in the night, but has a stimulating job and sense of self-worth as respected in organisation.</p> <p>Emotional – lack of personal relationship support, but has good work relationship with boss.</p>
<p>3.2 Describe how to improve aspects of personal health and wellbeing</p>	3	<p>Candidates must describe how Mary could improve aspects of her personal health and wellbeing, eg taking a lunch break, sometimes walking at lunchtime with colleagues instead of swimming after work, eating earlier in the evening, eating a more balanced lunch, eat a more substantial breakfast before she exercises, take up a hobby or interest to meet people, talk to boss regarding the work which is making her stressed and how to manage it.</p>
<p>3.3 Explain the importance to health and wellbeing of a good 'work-life balance'</p>	3	<p>Candidates must explain that it is important to have enough time (eg outside of work) in their lives to spend with family and friends/undertake leisure activities/ to exercise, etc for health and wellbeing.</p>
<p>3.4 Describe ways to raise confidence and self-esteem</p>	2	<p>For each set back, candidates should describe the way of dealing with the setbacks they have identified and how it would help eg 'They should talk to an independent counsellor in order to find out what to do next'. This assessment criterion is assessed with 2.1 in Task 2.</p>

<p>4.1 Describe potential consequences of</p> <ul style="list-style-type: none"> a) substance abuse b) early sexual activity 	<p>4</p>	<p>Candidates must be able to describe at least one different consequence for each case study for example:</p> <p>Steve may... become an alcoholic, develop liver disease, have financial consequences.</p> <p>Sharron may... damage unborn child, smoke even more, have financial consequences, damage own health (cancer, lung disease), be left out socially, have bad breath and smelly clothes.</p> <p>Rich may... become more addicted, overdose, develop mental health issues, lose job, have financial consequences, take a harder drug, break the law to fund habit.</p> <p>Kim may... be investigated by police, become pregnant, contract an STI, develop emotional issues.</p> <p>Calleigh may... contract HIV/hepatitis infections, risk prosecution.</p> <p>Must be a consequence related to the scenario.</p>
<p>4.2 Describe how health-related choices can lead to dependency and addiction</p>	<p>4</p>	<p>Candidates must be able to describe how health-related choices made can lead to addiction and dependency eg people exercising to improve fitness become addicted to the natural 'high' created by the release of endorphins, people who drink coffee becoming addicted to the stimulant.</p> <p>Candidates must show they understand the link between a habitual activity that becomes a dependency.</p>

<p>5.1 Explain how to use advice and support on health and wellbeing from different sources</p>	<p>5</p>	<p>It is not appropriate for candidates to give the Internet as a source, where the Internet is given it must be to a specific web address of an organisation. The focus of candidate answers should be on how the source of information would be used to inform a health and wellbeing related decision. For example:</p> <p>Sherrina and her partner might research the contraceptive options on www.patient.co.uk and then visit their GP to discuss which contraceptive option is best for them.</p> <p>Ajay would go to the GP for prescriptions for nicotine patches, but go to ASH for support and further advice on how to give up smoking.</p>
<p>5.2 Compare the advice and information given by different sources on health-related issues</p>	<p>5</p>	<p>Accept supported recommendations eg Ajay would be best to go to ASH because he's tried on his own before and they would give him advice and support. He could phone up to get support if he felt he needed a cigarette whereas to contact the GP he'd have to make an appointment and this may be sometime away and the GP may not give him the counselling support he needs.</p>