

ENTRY LEVEL CERTIFICATE

in

Personal and Social Skills

SPECIFICATION

For first teaching from **Autumn 2003**

For first examination in **Summer 2004**

Teachers, centres and candidates should note that CCEA may use extracts from examination scripts/coursework material on an anonymous basis in educational presentations, materials and products.

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FOREWORD

The qualification has been approved following consideration by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). The specification meets criteria as approved by Ministers as a National Entry Level award. The award is broadly aligned to Level 3 (or the equivalent) and below in the Northern Ireland Curriculum, but is designed to be appropriate to students at age 16 and beyond. The award is intended to encourage progression to higher level qualifications.

The specification is provided in English. CCEA may provide operational assessment in Irish on request from centres if prior approval has been given by the Department of Education. **The specification is jointly offered by CCEA and WJEC.**

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1. RATIONALE

This qualification is designed as a first step on the National Qualifications Framework. Its principal aim is to assist individuals to develop their personal qualities, organisation and social skills thereby enabling them to cope with the demands of today's world.

The target group for this qualification are those individuals performing at an entry level of attainment e.g. working at NC Levels 1-3. This is a challenging and heterogeneous group of learners, often with complex reasons to explain why individuals are working at levels that do not match their chronological ages. Access is offered to learners who have normally been excluded by existing examination arrangements, whether they are young people at school or college or are adults seeking recognition of their skills.

The qualification aims to develop a learning and assessment programme that promotes inclusion, retention, completion and achievement. This is achieved by engaging and encouraging learners to develop their awareness, understanding and level of skills by undertaking practical tasks set within everyday contexts. The experiential approach to learning is well matched to the learning needs and styles of the target group, who are also well served by the flexibility of the programme structure and the assessment methodologies used to accredit achievement.

The programme content draws on, but does not seek to deliver in its entirety, the PSHE/PSE and Citizenship frameworks in England, Wales and N. Ireland. It is designed to underpin and accredit PSE/PSHE work being undertaken at this level in the centres and possibly encourage access to Level 1 courses such as GCSE Health and Social Care. The qualification meets the required Entry Level criteria and will prepare individual learners for the next level of qualification. It also complements other entry level qualifications and will assist in identifying achievement for the National Record of Achievement (Profile). The development of the specification has been, in part, a response to the NAW policy of inclusion as expressed in "The Learning Country".

2. AIMS

The initiative is designed to:

- be inclusive and accessible;
- provide for young people, students and learners of all ages;
- prepare learners for transition towards an independent life;
- prepare programmes that support the development of the whole person;
- provide a flexible course to meet individual needs;
- ensure appropriate assessment arrangements that are reliable and robust.

The course is designed to address moral, ethical, cultural and environmental issues, as well as health and safety and citizenship by encouraging approaches that will:

- encourage a variety of delivery approaches;
- give students opportunities to develop an understanding of the nature and significance of co-operation and working with other people in such units as *Myself and Others*, and *Helping Others*;

- enable students to acquire, select and handle information to prepare them for the world in which they will live and work, in such units as *Managing My Money* ;
- provide students with the opportunities to acquire knowledge, gain understanding and to develop skills which will enable them to play an informed role within communities, in units such as *Helping Others*;
- give students opportunities to develop an appreciation of living styles and working in a safe environment in such units as *Thinking About Leisure, Healthy Living*.

Details of how these issues are addressed in the individual units are to be found in Appendix 1: Links With The Wider Curriculum.

3. THE AWARD

Prior Learning

It is not anticipated that students will have been able to reveal any significant prior achievement or qualifications. It is expected, however, that they will have some word and number recognition to access Entry 1, as identified in the Adult Basic Skills Standards. It is anticipated that students will be directed to the appropriate level in the tasks.

Overlap with other qualifications

As much of the content of this qualification is covered in the Entry Level Certificate in Life Skills, students are restricted to one or other of these qualifications.

Language of specification and assessment material

This specification and assessment material is provided in English. CCEA may provide operational assessment in Irish on request from centres if prior approval has been given by the Department of education.

4. LEARNING OUTCOMES

At the end of the course successful candidates will have demonstrated their knowledge, understanding and range of personal and social skills by providing a portfolio of evidence for each respective unit. Each unit has a set of overall learning outcomes/objectives that are based on the five tasks and mandatory review. Each task has its own clearly defined set of outcomes and, where appropriate, guidance is given to indicate the relevant level. The required portfolio evidence for each Entry Level is specified in the mark scheme and is a clear signpost to centres as to how differentiation can be achieved. The required evidence is generated from the practical activities undertaken by the individual learners.

The overarching outcomes of the award are that candidates should:

- listen and respond appropriately and communicate effectively;
- be aware of their own personal needs and qualities;
- present themselves in appropriate ways for different occasions and settings;
- work with others as part of a team;

- demonstrate knowledge of personal health and hygiene;
- be more aware of the community in which they live.

Unit Outcomes

These outcomes are developed specifically in the following units.

By the end of the course, the candidate should be able to show that he/she can:

1. MYSELF and OTHERS (Core)

- Identify their own personal qualities
- Identify significant people and friends in their lives
- Identify and understand routines and responsibilities in the home
- Begin to identify and understand problems faced by self and others
- Identify relevant services in their community

2. HEALTHY LIVING (Core)

- Demonstrate an awareness of the importance of a healthy diet
- Demonstrate an awareness of the different opportunities for exercise in the community
- Demonstrate an awareness of personal hygiene
- Investigate how people keep their clothes clean
- Identify potential accidents and hazards in the home

and any two from the following:

3. HELPING OTHERS (Optional)

- Identify various groups within their community that have additional needs
- Identify services and support provided for people with additional needs
- Participate in a visit or listen to a visiting speaker
- Be involved in one voluntary community activity

4. MANAGING MY MONEY (Optional)

- Identify sources of personal income
- Identify items of personal expenditure
- Use information about prices to inform buying decisions
- Identify the main banking institutions and the services they provide
- Spend money within an agreed level of income

5. THINKING ABOUT LEISURE (Optional)

- Identify local leisure facilities
- Use a leisure centre
- Use information to plan a journey
- Organise an activity

5. COURSE STRUCTURE

CERTIFICATE IN PERSONAL & SOCIAL SKILLS

Core Units:

1. Myself and Others
2. Healthy Living

Optional Units:

3. Helping Others
4. Managing My Money
5. Thinking About Leisure

Each candidate has to complete the mandatory/core units (2) and choose **two** of the optional units. Each unit is designed to promote the development of personal skills in meaningful and relevant contexts. The depth of coverage for each task is clearly indicated, at each Entry Level, by the mark scheme.

Each unit will be self-contained and free-standing and is designed to be delivered in 25-30 hours. Each is intended to provide a relevant teaching framework and opportunities for candidates to produce evidence of identifiable achievement of knowledge, understanding and skills indicated in the learning outcomes.

All the units are based on the same model of five tasks. Each task offers the opportunity for students to demonstrate their attainment at three different levels through progressive and differentiated requirements of portfolio evidence.

Although there will be many opportunities to sample and demonstrate basic skills, these are not assessed. For assessment purposes teachers and learners will be directed to focus on particular skills, competencies and evidence within each unit.

Units and Tasks

Core Units:

1. Myself and Others:

- Produce a personal profile
- Recognise significant people and friends
- Identify responsibilities and routines within the home
- Identify personal problems
- Find out about community groups

2. Healthy Living:

- Healthy diet
- Exercise
- Personal hygiene
- Looking after clothes
- Hazards in the home

Optional Units:

3. Helping Others:

- Additional needs in the community
- Matching services with needs
- Visit/visiting speaker
- Making a difference

4. Managing My Money:

- Money coming in
- Money going out
- Banking
- Managing money challenge

5. Thinking About Leisure:

- Leisure facilities survey
- Using a leisure centre
- Planning a journey
- Organising an activity

6. ASSESSMENT

Principles

The following principles underpin the assessment approaches adopted.

The assessment will be:

- positive
- flexible
- appropriate
- straightforward
- practical

In addition it will support student independence and provide opportunities for the appropriate use of technology.

Assessment Framework

Each unit comprises a series of five tasks, which are assessed by a variety of portfolio evidence. The 5 tasks within the units will be mandatory, i.e. Board set, centre marked and Board moderated. Each unit also requires a review to be undertaken. This will not form part of the assessment, but will need to be attempted and evidence provided before a final grade is awarded.

Aggregation

The tasks within each unit are designed to develop and assess the identified skills for each learner at the appropriate level. These levels will then be aggregated to identify an overall level for the unit and ultimately for the qualification.

This will be done in the following way:

Level 3 = 3

Level 2 = 2

Level 1 = 1

Unit total (5 tasks) = 15

Level 3 = 13 – 15

Level 2 = 8 – 12

Level 1 = 5 – 7

Qualification (4 units) = 60

Level 3 = 36 – 60

Level 2 = 26 – 35

Level 1 = 15 – 25

Evidence for the portfolio

All units will contain requirements to generate and collect evidence in each of the tasks. Evidence will need to be appropriate to the task, skill area and be sensitive to the ability and needs of the learner in order to allow him/her to demonstrate positive achievement. It may be taken from a variety of sources such as:

- activities which naturally follow learning in the workplace/classroom;

- activities which are set up specifically for assessment;
- end-products created as a normal consequence of the work/learning;
- simulations, competence tests, projects etc.;
- verbal or written responses to questions;
- reports of prior achievement;
- witness statements.

Mark Schemes

Judgements on whether the portfolio evidence is sufficient to satisfy the requirements will be identified in mark schemes, which will take account of the following:

- that the tasks are targeted appropriately to the needs and level of the individual student;
- that the evidence produced is measured against the suggested evidence requirements;
- that the work produced is of a standard appropriate to the level identified.

Unit Mark Schemes

1. Myself and Others

Entry 1	
1	A factual profile, including a photograph, name and address, date of birth, one like and dislike, one interest, immediate family, best friend.
2	Representation of significant people and friends, e.g. diagram, list, a photo collection.
3	An annotated diagram indicating routines and household jobs with a list of their own jobs.
4	A list of issues that are important to them as individuals. A personal statement in reaction to a relevant peer group news item.
5	An annotated map indicating main services of interest to the individual, including the details of a local service that they may use.

Entry 2	
1	A factual profile, including a photograph, name and address, date of birth, likes and dislikes, interests, family and relatives, best friends, personal strengths and an area for development.
2	Representation of significant people and friends, e.g. diagram, list, an annotated photo collection. This information should indicate the groups/context these people belong to, e.g. family, friends, youth club, work colleagues. Short explanations should be given as to why these people are important in their lives.
3	An annotated diagram indicating routines and household jobs. Results of a survey to find out what others do to help with household routines. Personal timetable of household jobs for a week.
4	A prioritised list of issues that are important to them as individuals . A personal statement in reaction to a relevant peer group news item. Examples of relevant problem pages and a summary of issues covered.
5	An annotated map indicating main services of interest to the individual with details of local services that they may use . A list categorising local services using the following headings: Health, Education, Leisure, Transport, Emergency.

Entry 3	
1	A factual profile, including a photograph, name and address, date of birth, likes and dislikes, interests, family and relatives, best friends, personal strengths, areas for development and ideas for future training or employment.
2	Representation of significant people and friends, e.g. diagram, list, an annotated photo collection. This information should indicate the groups/context these people belong to, e.g. family, friends, youth club, work colleagues. Short explanations should be given as to why these people are important and the qualities they possess.
3	An annotated diagram indicating routines and household jobs. Results of a survey to find out what others do to help with household routines. Timetable of household routines for a family group with reasons why each job is important.
4	A short description of issues that are important to them as individuals . A personal statement in reaction to a relevant peer group news item . Examples of a relevant magazine problem pages and a summary of issues covered including alternative solutions to one of the reported issues.
5	An annotated map indicating main services of interest to the individual. A list categorising local services using the following headings: Health, Education, Leisure, Transport, Emergency. A leaflet about relevant local services which includes the following information for each service: Name, Purpose, Target Group, Contact Details.

2. Healthy Living

Entry 1	
1	A poster of foods contributing to a balanced diet.
2	A display of different ways of keeping fit.
3	A record of their own daily personal routines and products used.
4	Display of care techniques.
5	A marked diagram or display of photos, indicating potential hazards and accident spots around the home.

Entry 2	
1	A poster of foods contributing to a balanced diet. A list of foods categorised using given food group headings.
2	A display of different ways of keeping fit . A list of local facilities and opportunities to improve personal fitness.
3	A record of their own daily personal routines and products used. A list of different personal hygiene products.
4	Display of care techniques. Annotated chart of care labels and symbols
5	A marked diagram or display of photos, indicating potential hazards and accident spots around the home. Suggestions for avoiding certain hazards.

Entry 3	
1	A poster of foods contributing to a balanced diet. A list of foods categorised using given food group headings plus reasons why they are important for a balanced diet. An explanation of the value of a balanced diet.
2	A display of different ways of keeping fit. A list of local facilities and opportunities to improve personal fitness. A leaflet advocating the benefits of exercise.
3	A record of their own daily personal routines and products used . A poster of different personal hygiene products. A list of reasons for personal hygiene routines including details of hygiene related problems.
4	Display of care techniques. Annotated chart of care labels and symbols. A list of reasons why people should care for clothes.
5	A marked diagram or display of photos, indicating potential hazards and accident spots around the home. Suggestions for avoiding certain hazards. A plan of action in cases of emergencies involving, fire, gas, electricity and personal injury.

3. Helping Others

Entry 1	
1	A wall display/photo montage of different groups with additional needs within the community.
2	Spider diagram of services available to support students and their peer group.
3	Witness statement.
4/5	Witness statement and annotated photos and/or taped responses.

Entry 2	
1	A wall display/photo montage of different groups with additional needs within the community. Display is annotated with short lists of additional needs.
2	Spider diagram of services available to support students and their peer group. List of services matched to photo montage from Task 1.
3	Witness statement. Completed pro forma responding to and detailing visit/visitor.
4/5	Witness statement and annotated photos and/or taped responses. Personal diary of participation.

Entry 3	
1	A wall display/photo montage of different groups with additional needs within the community. Display is annotated with short lists of additional needs. An explanation of the additional needs of one particular group.
2	Spider diagram of services available to support students and their peer group. List of services matched to photo montage from Task 1. Brief description of a service provided to the particular group identified in Task 1.
3	Witness statement. Completed pro forma responding to and detailing visit/visitor. Evidence of new information gained as a result of visit/visitor.
4/5	Witness statement and annotated photos and/or taped responses. Personal diary of participation. Personal statement reflecting on the experience.

4. Managing My Money

Entry 1	
1	Annotated cartoon/pictorial display of sources of personal income.
2	A poster, summary or diary showing what they personally spend each week and witness statement to support successful shopping transaction.
3	Annotated poster display of items including price and shop name.
4	Poster of logos and annotated local map or photos to show nearest banks and post offices.
5	Annotated poster of items that can be purchased within level of agreed income.

Entry 2	
1	Annotated cartoon/pictorial display of sources of personal income. Annotated display of how adults can support themselves and their families. A list identifying sources of personal and family income.
2	A poster, summary or diary showing what they personally spend each week and witness statement to support successful shopping transaction. Pictorial display of what expenses are incurred to support them and calculation of weekly cost.
3	Annotated poster display of items including price and shop name. List of information organised using the headings: product; shop; price with best buys indicated.
4	Poster of logos and annotated local map or photos to show nearest banks and post offices. Spider diagram or poster showing banking/post office services.
5	Annotated poster of items that can be purchased within level of agreed income. Record of items bought and calculations to show how much is being spent.

Entry 3	
1	Annotated cartoon/pictorial display of sources of personal income. Annotated display of how adults can support themselves and their families. A list identifying sources of personal and family income. A bar chart or table comparing the earnings for different jobs and professions.
2	A poster, summary or diary showing what they personally spend each week and witness statement to support successful shopping transaction. Pictorial display of what expenses are incurred to support them and calculation of weekly cost. Spider chart or poster identifying main expenses involved in running a household.
3	Annotated poster display of items including price and shop name. List of information organised using the headings: product; shop; price with best buys indicated. A personal statement explaining what other factors shoppers need to consider when making their buying decisions.
4	Poster of logos and annotated local map or photos to show nearest banks and post offices. Spider diagram or poster showing banking/post office services. Completed application form and short summary of advantages of using a bank or post office account.
5	Annotated poster of items that can be purchased within level of agreed income. Record of items bought and calculations to show how much is being spent. Short summary explaining why people should avoid falling into debt.

5. Thinking About Leisure

Entry 1	
1	Annotated local map indicating main leisure facilities of interest to the individual, and details of a local leisure facility that they may use.
2	Witness statement to support chosen activity is undertaken with correct equipment.
3	Annotated map and calendar.
4/5	Note of an agreement of the activity, annotated sequence of photos and/or a signed work schedule with a witness statement to support a verbal report.

Entry 2	
1	Annotated local map indicating main leisure facilities of interest to the individual, and details of a local leisure facility that they may use. Display of information about local facilities and a list of facilities organised using the headings: family, teenagers, older people.
2	Witness statement to support chosen activity is undertaken with correct equipment. List of activities organised using the headings: family, teenagers, older people. Witness statement to support student has booked activity.
3	Annotated map and calendar. Annotated display of event and transport details to indicate: venue, ticket prices, travel points, times (travel and event) and any additional costs.
4/5	Note of an agreement of the activity, annotated sequence of photos and/or a signed work schedule with a witness statement to support a verbal report. List of jobs and priced items required for activity.

Entry 3	
1	Annotated local map indicating main leisure facilities of interest to the individual, and details of a local leisure facility that they may use. Display of information about local facilities and a list of facilities organised using the headings: family, teenagers, and older people. A brief report outlining personal views about local leisure facilities.
2	Witness statement to support chosen activity is undertaken with correct equipment. List of activities organised using the headings: family, teenagers, older people. Witness statement to support student has booked activity. Short description of travel arrangements and calculation to show total costs of activity, including transport, booking fee, refreshments.
3	Annotated map and calendar. Annotated display of event and transport details to indicate venue, ticket prices, travel points, times (travel and event) and any additional costs. Calculation of costs. List of travel times and arrangements.
4/5	Note of an agreement of the activity, annotated sequence of photos and/or a signed work schedule with a witness statement to support a verbal report. List of jobs and priced items required for activity. Annotated timeline of jobs and calculation of total cost of activity.

7. QUALITY ASSURANCE/MODERATION

The following methods will be employed by CCEA to assure quality within and between centres:

- mark schemes are provided for each board-set task.
- training for internal assessment and moderation will be arranged.
- Moderation will be achieved by postal sampling on the basis of each centre providing **two** complete examples of all assessment requirements for each level. (Where all levels are covered, this will require six examples.)
- Centre visits will be undertaken at the discretion of the moderator.

8. CERTIFICATION/REPORTING

Centres may award unit completion certificates for the successful completion of individual units. These certificates are available from CCEA on request.

The final certificate will be a positive summary of the learner's successful completion of the units, will give a grade for the overall performance in each unit and an aggregated overall grade for the award i.e. at Entry 1, 2, or 3. **All tasks in each unit must be completed to achieve a grade for the unit.**

Reporting will be aided by a student log sheet (**PSS2**), supplied for each student and intended to record the successful completion of units at the respective levels. An individual summary sheet is provided for recording purposes (**PSS3**) and a sheet for aggregation and recording the overall level for the award (**PSS4**).

The qualification will comply with the grading, awarding and certification requirements of the Common Code of Practice.

9. SPECIAL ARRANGEMENTS

Most arrangements will be at the discretion of the head of the centre. These arrangements will include:

- extra time (unlimited);
- use of reader/communicator;
- use of amanuensis/scribe;
- timed breaks;
- use of word processors, etc.;
- use of practical assistants.

The only special arrangements which centres will be required to apply for will be with respect to visually impaired candidates i.e. requiring enlarged or modified materials/tasks etc. Application forms for these arrangements may be obtained from CCEA on request.

10. ENQUIRIES AND APPEALS

If a centre has a concern about a candidate's result, the Head of the centre should contact the CCEA stating the nature of the concern. All enquiries should be submitted within 14 days of the publication of results.

Appendix 1: Links With the Wider Curriculum

The issues of:

- Spiritual, moral, ethical, social and cultural;
- Health and Safety;
- Citizenship;
- Environmental and European

are addressed throughout the certificate as the course seeks to develop the knowledge, skills and understanding of individual candidates so that they are enabled to become successful, productive members of society.

Spiritual, moral, ethical, social and cultural Issues

These issues are addressed in the following units by:

UNIT	HOW ADDRESSED
Myself and Others	Considering personal responsibilities and acceptable behaviour within the family and within the local community.
Healthy Living	Emphasising personal responsibility and raising awareness of the dangers to the individual and society of unhealthy, unhygienic and unsafe routines.
Thinking About Leisure	Offering the opportunity to discuss the importance of leisure activities in an individual's working life.
Helping Others	Raising the key issue of charitable help for those people who are disadvantaged, disabled or have special needs.

Health and Safety and Environmental

These issues are addressed in the following units by:

UNIT	HOW ADDRESSED
Thinking About Leisure	A number of tasks emphasise an awareness of the surroundings and the care require when undertaking a journey.
Healthy Living	The importance of health and fitness is emphasised throughout this unit along with tasks on household hazards and risks.

Citizenship

These issues are addressed in the following units by:

UNIT	HOW ADDRESSED
Myself and Others	Throughout the unit there is great stress on personal responsibilities to others.
Healthy Living	Making individual candidates aware of their responsibilities to themselves and others.
Thinking About Leisure	Encouraging individual candidates to consider the benefits of leisure.
Helping Others	Encouraging individual candidates to make a positive contribution to the community and needs of others, particularly those less fortunate than themselves.

European Issues

These issues are addressed in the following units by:

UNIT

Thinking About Leisure

HOW ADDRESSED

Although the main emphasis of this unit is to consider local visits, the opportunity is afforded to look at attractions further afield. This could involve consideration of European venues.

Appendix 2: Unit Outcomes and Mark Schemes

1. Myself And Others

Entry 1 learning outcomes:		Mark scheme
1 Present personal information.		A factual profile, including a photograph, name and address, date of birth, one like and dislike, one interest, immediate family, best friend.
2 Identify significant individuals and friends in their lives.		Representation of significant people and friends, e.g. diagram, list, a photo collection.
3 Identify daily routines within the home and collect information about how other people go about completing these routines.		An annotated diagram of indicating routines and household jobs, with a list of their own jobs.
4 State the issues that are important to them.		A list of issues that are important to them as individuals. A personal statement in reaction to a relevant peer group news item.
5 Identify local services in the community.		An annotated map indicating main services of interest to the individual including details of a local service that they may use.
Entry 2 learning outcomes		Mark scheme
1 Present personal information. Express a view about their strengths and interests.		A factual profile, including a photograph, name and address, date of birth, likes and dislikes, interests, family and relatives, best friends, personal strengths and an area for development.
2 Identify significant individuals and friends in their lives. Identify why these people are significant in their lives.		Representation of significant people and friends, e.g. Diagram, list, an annotated photo collection. This information should indicate the groups/context these people belong to, e.g. family, friends, youth club, work colleagues. Short explanations should be given as to why these people are important in their lives.
3 Identify daily routines within the home and collect information about how other people go about completing these routines. Plan a timetable of household routines. Demonstrate an understanding of the importance of individual jobs within the home.		An annotated diagram indicating routines and household jobs. Results of a survey to find out what others do to help with household routines. Personal timetable of household jobs for a week.
4 State the issues that are important to them. Recognise problems that exist for their peer group.		A prioritised list of issues that are important to them as individuals. A personal statement in reaction to a relevant peer group news item. Examples of a relevant magazine problem pages and a summary of issues covered.
5 Identify local services in the community. Present information about local services.		An annotated map indicating main services of interest to the individual with details of local services that they may use. A list categorising local services using the following headings: Health, Education, Leisure, Transport, Emergency.
Entry 3 learning outcomes		Mark scheme
1 Present personal information. Express a view about their strengths and interests. Identify future opportunities for training and employment.		A factual profile, including a photograph, name and address, date of birth, likes and dislikes, interests, family and relatives, best friends, personal strengths, areas for development and ideas for future training or employment.
2 Identify significant individuals and friends in their lives. Identify why these people are significant in their lives. Identify the qualities of significant others.		Representation of significant people and friends, e.g. diagram, list, an annotated photo collection. This information should indicate the groups/context these people belong to, e.g. family, friends, youth club, work colleagues. Short explanations should be given as to why these people are important and the qualities they possess.

<p>3 Identify daily routines within the home and collect information about how other people go about completing these routines. Plan a timetable of household routines. Demonstrate an understanding of the importance of individual jobs within the home.</p>	<p>An annotated diagram indicating routines and household jobs. Results of a survey to find out what others do to help with household routines. Timetable of household routines for a family group with reasons why each job is important.</p>
<p>4 State the issues that are important to them. Recognise problems that exist for their peer group. Suggest causes of and solutions to issues within their peer group.</p>	<p>A short description of issues that are important to them as individuals. A personal statement in reaction to a relevant peer group news item. Examples of a relevant magazine problem pages and a summary of issues covered including alternative solutions to one of the reported issues.</p>
<p>5 Identify local services in the community. Present information about local services. Demonstrate an understanding of how local services can be accessed.</p>	<p>An annotated map indicating main services of interest to the individual. A leaflet about relevant local services which includes the following information for each service: Name, Purpose, Target Group, Contact Details.</p>

2. Healthy Living

Entry 1 learning outcomes:	Mark scheme
1 Name examples of foods that contribute to a balanced diet.	A poster of foods contributing to a balanced diet.
2 Identify various ways of keeping fit.	A display of different ways of keeping fit.
3 Identify own personal hygiene routines.	A record of their own daily personal routines and products used.
4 Identify different ways of looking after clothes.	Display of care techniques.
5 Identify potential accidents and hazards in the home.	A marked diagram or display of photos, indicating potential hazards and accident spots around the home.
Entry 2 learning outcomes	Mark scheme
1 Name examples of foods that contribute to a balanced diet. Identify the main food groups that make up a balanced diet.	A poster of foods contributing to a balanced diet. A list of foods categorised using given food group headings plus reasons why they are important for a balanced diet.
2 Identify various ways of keeping fit. Identify local public facilities and list the different opportunities to improve fitness.	A display of different ways of keeping fit A list of local facilities and opportunities to improve personal fitness
3 Identify own personal hygiene routines. Identify range of products related to personal hygiene.	A record of their own daily personal routines and products used. A list of different personal hygiene products.
4 Identify different ways of looking after clothes. Recognise different care labels and care symbols in clothes.	Display of care techniques. Annotated chart of care labels and symbols.
5 Identify potential accidents and hazards in the home. Identify ways of avoiding accidents and hazards in the home.	A marked diagram or display of photos, indicating potential hazards and accident spots around the home. Suggestions for avoiding certain hazards.
Entry 3 learning outcomes	Mark scheme
1 Name examples of foods that contribute to a balanced diet. Identify the main food groups that make up a balanced diet. Explain the value of a balanced diet.	A poster of foods contributing to a balanced diet. A list of foods categorised using given food group headings plus reasons why they are important for a balanced diet. An explanation of the value of a balanced diet.
2 Identify various ways of keeping fit. Identify local public facilities and list the different opportunities to improve fitness. Be aware of the benefits of exercise.	A display of different ways of keeping fit. A list of local facilities and opportunities to improve personal fitness. A leaflet advocating the benefits of exercise.
3 Identify own personal hygiene routines. Identify range of products related to personal hygiene. Give reasons for regular personal hygiene routines.	A record of their own daily personal routines and products used A poster of different personal hygiene products A list of reasons for personal hygiene routines including details of hygiene related problems
4 Identify different ways of looking after clothes and recognise different care labels and care symbols. Give reasons for looking after clothes.	Display of care techniques. Annotated chart of care labels and symbols. A list of reasons why people should care for clothes.
5 Identify potential accidents and hazards in the home. Identify ways of avoiding accidents and hazards in the home. Suggest ways of avoiding hazardous situations in the home.	A marked diagram or display of photos, indicating potential hazards and accident spots around the home. Suggestions for avoiding certain hazards. A plan of action in cases of emergencies involving, fire, gas, electricity and personal injury.

3. Helping Others

Entry 1 learning outcomes:	Mark scheme
1 Identify groups with additional needs within the community.	A wall display/photo montage of different groups with additional needs within the community.
2 Identify support/services available to their peer group.	Spider diagram of services available to support students and their peer group.
3 Participate in event and respond to questions.	Witness statement.
4 Participate in a community activity.	Witness statement and annotated photos and/or taped responses.
Entry 2 learning outcomes:	Mark scheme
1 Identify groups with additional needs within the community. Collect information about the additional needs of identified groups.	A wall display/photo montage of different groups with additional needs within the community. Display is annotated with short lists of additional needs.
2 Identify support/services available to their peer group. Identify any services that are provided specifically for those with additional needs.	Spider diagram of services available to support students and their peer group. List of services matched to photo montage from Task 1.
3 Participate in event and respond to questions. Respond to the event by recounting information.	Witness statement. Completed pro forma responding to and detailing visit/visitor.
4/5 Participate in a community activity. Record participation in community activity.	Witness statement and annotated photos and/or taped responses. Personal diary of participation.
Entry 3 learning outcomes:	Mark scheme
1 Identify groups with additional needs within the community. Collect information about the additional needs of identified groups. Present information about the additional needs of one particular group.	A wall display/photo montage of different groups with additional needs within the community. Display is annotated with short lists of additional needs. An explanation of the additional needs of one particular group.
2 Identify support/services available to their peer group. Identify any services that are provided specifically for those with additional needs. Describe the work of organisations supporting those with additional needs.	Spider diagram of services available to support students and their peer group. List of services matched to photo montage from Task 1. Brief description of a service provided to the particular group identified in Task 1.
3 Participate in event and respond to questions. Respond to the event by recounting information. Respond to the event by eliciting new information as a result of the event.	Witness statement. Completed pro forma responding to and detailing visit/visitor. Evidence of new information gained as a result of visit/visitor.
4/5 Participate in a community activity. Record participation in community activity. Reflect upon the experience.	Witness statement and annotated photos and/or taped responses. Personal diary of participation. Personal statement reflecting on the experience.

4. Managing My Money

Entry 1 learning outcomes:	Mark scheme
1 Identify personal income.	Annotated cartoon/pictorial display of sources of personal income.
2 Show awareness of what they spend each week and carry out everyday purchasing transactions.	A poster, summary or diary showing what they personally spend each week and witness statement to support successful shopping transaction.
3 Collect and present information about prices for an appropriate range of products.	Annotated poster display of items including price and shop name.
4 Recognise banks, building societies and post offices and locate local branches.	Poster of logos and annotated local map or photos to show nearest banks and post offices.
5 Select appropriate personal items within an agreed income.	Annotated poster of items that can be purchased within level of agreed income.
Entry 2 learning outcomes:	Mark scheme
1 Identify personal income. Identify and list different sources of adult and family income.	Annotated cartoon/pictorial display of sources of personal income. Annotated display of how adults can support themselves and their families. A list identifying sources of personal and family income.
2 Show awareness of what they spend each week and carry out everyday purchasing transactions. Demonstrate awareness of what expenses are needed to support them and calculate weekly personal expenditure.	A poster, summary or diary showing what they personally spend each week and witness statement to support successful shopping transaction. Pictorial display of what expenses are incurred to support them and calculation of weekly cost.
3 Collect and present information about prices for an appropriate range of products. Compare prices of similar items from different outlets.	Annotated poster display of items including price and shop name. List of information organised using the headings: product; shop; price with best buys indicated.
4 Recognise banks, building societies and post offices and locate local branches. State main banking services used by the public.	Poster of logos and annotated local map or photos to show nearest banks and post offices. Spider diagram or poster showing banking/post office services.
5 Select appropriate personal items within an agreed income. Record spending decisions and calculate outgoings over an appropriate period of time.	Annotated poster of items that can be purchased within level of agreed income. Record of items bought and calculations to show how much is being spent.
Entry 3 learning outcomes	Mark scheme
1 Identify personal income. Identify and list different sources of adult and family income. Compare jobs and earnings.	Annotated cartoon/pictorial display of sources of personal income and witness statement to support successful shopping transaction. A list identifying sources of personal and family income. A bar chart or table comparing the earnings for different jobs and professions.
2 Show awareness of what they spend each week and carry out everyday purchasing transactions. Demonstrate awareness of what expenses are needed to support them and calculate weekly personal expenditure. Identify the main expenses of running a typical household.	A poster, summary or diary showing what they personally spend each week and witness statement to support successful shopping transaction. Pictorial display of what expenses are incurred to support them and calculation of weekly cost. Spider chart or poster identifying main expenses involved in running a household.
3 Collect and present information about prices for an appropriate range of products. Compare prices of similar items from different outlets. Give reasons other than price to support buying decisions.	Annotated poster display of items including price and shop name. List of information organised using the headings: product; shop; price with best buys indicated. A personal statement explaining what other factors shoppers need to consider when making their buying decisions.

<p>4 Recognise banks, building societies and post offices and locate local branches. State main banking services used by the public. Use their personal details to complete an application form and give advantages of using a bank/post office account.</p>	<p>Poster of logos and annotated local map or photos to show nearest banks and post offices. Spider diagram or poster showing banking/post office services. Completed application form and short summary of advantages of using a bank or post office account.</p>
<p>5 Select appropriate personal items within an agreed income. Record spending decisions and calculate outgoings over an appropriate period of time. Give reasons why individuals should avoid getting into debt.</p>	<p>Annotated poster of items that can be purchased within level of agreed income. Record of items bought and calculations to show how much is being spent. Short summary explaining why people should avoid falling into debt.</p>

5. Thinking About Leisure

Entry 1 learning outcomes:	Mark scheme
1 Use information to identify and locate local leisure facilities.	Annotated local map indicating main leisure facilities of interest to the individual, and details of a local leisure facility that they may use.
2 Identify a preferred activity and equipment requirements and try out chosen activity.	Witness statement to support chosen activity is undertaken with correct equipment.
3 Choose a preferred leisure event, use information to locate the event on a given map and calendar.	Annotated map and calendar.
4/5 Select an appropriate activity, follow a work plan, give a verbal report.	Note of an agreement of the activity, annotated sequence of photos and/or a signed work schedule with a witness statement to support a verbal report.
Entry 2 learning outcomes	Mark scheme
1 Use information to identify and locate local leisure facilities. Present information in appropriate formats.	Annotated local map indicating main leisure facilities of interest to the individual, and details of a local leisure facility that they may use. Display of information about local facilities and a list of facilities organised using the headings: family, teenagers, older people.
2 Identify a preferred activity and equipment requirement and try out the chosen activity. Present information about the leisure centre and book the activity.	Witness statement to support chosen activity is undertaken with correct equipment. List of activities organised using the headings: family, teenagers, older people. Witness statement to support student has booked activity.
3 Choose a preferred leisure event, use information to locate the event on a given map and calendar Obtain information about costs and transport arrangements.	Annotated map and calendar. Annotated display of event and transport details to indicate venue, ticket prices, travel points, times and costs.
4/5 Select an appropriate activity, follow a work plan, give a verbal report. List jobs and priced items for purchasing.	Note of an agreement of the activity, annotated sequence of photos and/or a signed work schedule with a witness statement to support a verbal report. List of jobs and priced items required for activity.
Entry 3 learning outcomes	Mark scheme
1 Use information to identify and locate local leisure facilities. Present information in appropriate formats. Give a personal view about local facilities.	Annotated local map indicating main leisure facilities of interest to the individual, and details of a local leisure facility that they may use. Display of information about local facilities and a list of facilities organised using the headings: family, teenagers, and older people. A brief report outlining personal views about local leisure facilities.
2 Identify a preferred activity and equipment requirement, and try out the chosen activity. Present information about the leisure centre and book activity. Identify appropriate transport arrangements and calculate total cost of using the leisure centre.	Witness statement to support chosen activity is undertaken with correct equipment. List of activities organised using the headings: family, teenagers, older people. Witness statement to support student has booked activity. Short description of travel arrangements and calculation to show total costs of activity, including transport, booking fee, refreshments.
3 Choose a preferred leisure event, use information to locate the event on a given map and calendar. Obtain information about costs and transport arrangements. Calculate costs and plan journey times.	Annotated map and calendar. Annotated display of event and transport details to indicate venue, ticket prices, travel points, times and costs. Calculation of costs. List of travel times and arrangements.

<p>4/5 Select an appropriate activity, follow a work plan, give a verbal report. List jobs and priced items for purchasing. Write a timeline and calculate costs.</p>	<p>Note of an agreement of the activity, annotated sequence of photos and/or a signed work schedule with a witness statement to support a verbal report. List of jobs and priced items required for activity. Annotated timeline of jobs and calculation of total cost of activity.</p>
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