

Internal Assessment Sample Tasks

**NCFE Level 1 Award in Personal and
Social Development**

(501/0627/7)

**NCFE Level 1 Certificate in Personal
and Social Development**

(501/0591/7)

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Introduction

NCFE has created a set of sample tasks which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for the unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your learners, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the candidate's own work can be clearly judged.
- permit effective discrimination between learners operating at different levels.

Assessors should also refer to the grading criteria glossary of terms which can be found in Section 4 of the qualification specification. More information about internal assessment can be found in our qualification specification in Section 2.

Supervision of learners

Tutors are expected to supervise and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

Tutors/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material however, model or worked answers should not be copied by the learner.

Unit 02 Developing self (K/502/0469)

Internal assessment task

This unit is about your own personal development. Producing information about your own strengths and abilities and planning for further improvements will help you to prepare for your future.

Task 1 (AC 1.1, 1.2 and 1.3)

Complete the tables:

| Describe 2 personal strengths or abilities |
|--|
| 1. |
| 2. |

| Choose 1 area of your development that you can improve. |
|---|
| My chosen area for development is: |

| Explain why this area is important for your development. You will need to remember this area of development for the next task. |
|--|
| This area is important for my development because: |

Types of evidence:

- table – like the example above
 - action plan
 - reflective account
 - record of discussion.
-

Unit 02 Developing self (K/502/0469) (cont'd)

Internal assessment task (cont'd)

Task 2 (AC 2.1, 2.2, 2.3 and 2.4)

The area of development that you identified in Task 1 is your target and you are now going to prepare and follow a plan to help you to meet your target. You will need this plan for Task 3.

The plan must include:

- the area for development identified in task 1
- 2 ways that you could meet your target
- dates to help you to reach your target
- a date to review how well you are doing and how close to your target you are.

Types of evidence:

- development plan
 - individual learner record.
-

Task 3 (AC 3.1, 3.2 and 3.3)

In this task you are going to review your development plan and suggest ways that the plan could be improved before explaining how you plan to carry on developing in the future.

Look back at your plan from Task 2.

- Write about how well you followed your plan. Did you meet your target? If you did, write about how the plan helped you. If you did not meet your target, write about why you think you were unable to meet your target this time.
- List 2 things that you know you could do better next time you plan.
- Think of 3 ways that you can continue to improve your own development in the future.

Types of evidence:

- written
 - development plan with reflective account
 - oral and/or written questioning
 - individual learning record.
-

Unit 03 Dealing with problems in daily life (H/502/0464)

Internal assessment task

This unit will introduce you to problem solving and how to develop skills to tackle the problems you face in your daily life.

Task 1 (AC 1.1, 1.2 and 1.3)

In this task you are going to think about a problem that you are having and plan ways to solve it.

The first thing to do is think about things that are making aspects of your work difficult for you. For example, transport or managing your time.

- Describe a straightforward problem that you've been having and describe how it's affected you.
- Suggest 2 ways in which you might tackle that problem.
- Select 1 of those ways that you've identified and agree it with your tutor or supervisor.

Types of evidence:

- record of discussion
 - written account.
-

Task 2 (AC 2.1, 2.2 and 2.3)

Plan the steps that you need to take to try and solve the problem that you have chosen. In your plan, list the resources that you think you will need.

Carry out your plan to try and solve the problem.

Types of evidence:

- record of discussion
 - plan.
-

Unit 03 Dealing with problems in daily life (H/502/0464) (cont'd)

Internal assessment task (cont'd)

Task 3 (AC 3.1, 3.2 and 3.3)

Once you have followed your plan think about how well it has worked. The following questions and guidance will help you to review your plan:

- Do you think the approach you took to try and solve the problem was helpful?
- Describe 1 thing that went well and 1 thing that did not go quite so well.
- Has your plan helped you to solve this problem?

Types of evidence:

- written/pictorial/work product action plan
 - individual development plan
 - learning record or learner feedback.
-

Unit 05 Healthy living (T/502/0460)

Internal assessment task

Healthy living is important so knowing how you can contribute to a healthy lifestyle and demonstrate activities which will improve your own lifestyle can be really beneficial.

Task 1 (AC 1.1 and 1.2)

Produce a spidergram, poster or handout that:

- describes key elements of a healthy lifestyle
- explains why a healthy lifestyle is important.

Types of evidence:

- written/pictorial
 - spidergram
 - poster or handout.
-

Task 2 (AC 2.1, 3.1, 3.2, 3.3 and 3.4)

In this task you will select, carry out and review activities which contribute to a healthy lifestyle.

Choose 2 activities which contribute to a healthy lifestyle. Carry out these activities and review each one.

As part of the review:

- describe 2 things that went well
- describe 2 things that could be improved
- describe how the activities have improved your lifestyle
- suggest 2 more activities that you could do to contribute to a healthy lifestyle.

Types of evidence:

- poster or handout
 - chart/table
 - professional discussion
 - expert witness statement with reflective account.
-

Unit 06 Individual rights and responsibilities (K/502/0472)

Internal assessment task

Everyone has rights and responsibilities. This unit focuses on your own rights and responsibilities. You need to think about those rights which are relevant in your own life.

Task 1 (AC 1.1, 1.2, 1.3, 2.1, 2.2 and 2.3)

Produce a factsheet or poster that shows that you can:

- give 2 examples of rights that you have as an individual
- think of 2 barriers that could prevent you from having these rights
- identify 2 types of support where you could get advice and information about your rights
- describe how each type of support could help you
- identify responsibilities that you have to yourself
- identify responsibilities that you have to others
- give 3 examples of how you take responsibility for yourself.

Types of evidence:

- written/pictorial
 - factsheet or poster
 - record of discussion.
-

Unit 08 Managing own money (F/502/0462)

Internal assessment task

This unit helps you to explore the ways you can manage your personal finances. This includes preparing a personal budget and being able to carry out financial transactions with confidence. Managing money is a big responsibility. With the correct information and guidance you will begin to develop confidence in your ability to manage your own money.

Budgeting involves understanding how much money you earn and spend over a period of time. When you create a budget, you are creating a plan for spending and saving money.

Task 1 (AC 1.1 and 1.2)

Prepare a personal budget plan. Include the following:

- information on what income you receive
- information on what you spend
- use appropriate calculations to show the balance between income and expenditure.

Produce a budget plan. You may choose to use the following format:

| Category | Budget Amount | Actual Amount | Difference |
|---|---------------|---------------|------------|
| Income | | | |
| | | | |
| Income subtotal | | | |
| Expenditure | | | |
| | | | |
| Expenditure subtotal | | | |
| Net income (Income minus Expenditure) | | | |

Types of evidence:

- budget – like the above.
-

Unit 08 Managing own money (F/502/0462) (cont'd)

Internal assessment task (cont'd)

Task 2 (AC 2.1 and 2.2)

Produce an information sheet to show which financial organisations can give you information about the following:

- current accounts
- savings accounts
- loans.

Choose the type of account that is right for you and write about your reasons for having chosen it.

Types of evidence:

- written
 - record of discussion
 - record of oral/written questioning.
-

Unit 08 Managing own money (F/502/0462) (cont'd)

Internal assessment task (cont'd)

Understanding how to carry out financial transactions is a key element of managing your own money.

Task 3 (AC 3.1, 3.2 and 3.3)

In chart format produce the following information. Please provide two more examples:

| Ways in which purchases can be paid for (list as many as you can) | I carried out these types of transactions (choose two from your list) | Description of the calculations and checking procedures you used during the transaction |
|---|--|---|
| Example <i>Cheque book</i> | <i>I bought some groceries from my local supermarket and paid by cheque.</i> | <i>My current account had £25.00 before going shopping. I spent £12.00. I had £13.00 left in my account. I checked that I had written the correct amount on the cheque. I signed and dated the cheque. My bankcard was available for the shop assistant to authorise my purchase.</i> |
| | | |
| | | |

Types of evidence:

- chart – like the example above.
-

Unit 09 Managing social relationships (D/502/0470)

Internal assessment task

Task 1 (AC 1.1, 1.2 and 1.3)

This task is about how to behave in social situations and how this can affect the social relationships that you make.

- List 2 social situations when you may need to interact with others.
- List 3 positive behaviours that may give a positive impression and help you to interact with others.
- Explain why it is important to use positive behaviours when you are interacting with others.

Types of evidence:

- record of discussion
 - reflective account
 - written account.
-

Unit 09 Managing social relationships (D/502/0470) (cont'd)

Internal assessment task (cont'd)

Task 2 (AC 2.1, 2.2 and 2.3)

In this task you will be taking part in 2 social situations where you will need to interact with others.

Use the table below to plan and record your experiences.

| Social situation 1 | Social situation 2 |
|---|---|
| Positive behaviours I want to use: 1. 2. Comment (peer- or self-reflection/tutor feedback) | Positive behaviours I want to use: 1. 2. Comment (peer- or self-reflection/tutor feedback) |
| Formal communication I plan to use: Comment (peer- or self-reflection/tutor feedback) | Formal communication I plan to use: Comment (peer- or self-reflection/tutor feedback) |
| Informal communication I plan to use: Comment (peer- or self-reflection/tutor feedback) | Informal communication I plan to use: Comment (peer- or self-reflection/tutor feedback) |

Types of evidence:

- chart – like the example on the previous page
- witness statement
- reflective account.

Unit 12 Working as part of a group (R/502/0465)

Internal assessment task

The aim of this unit is to help you develop skills to become an active contributor when working with others on group activities and to be able to review your own progress and skills development.

Task 1 (AC 1.1 and 1.2)

In this task you are going to create a list of appropriate ground rules that are important when working with others as part of a group.

List 3 important things to remember when you are working with others as part of a group.

Types of evidence:

- written/pictorial
 - spidergram
 - reflective account.
-

Unit 12 Working as part of a group (R/502/0465) (cont'd)

Internal assessment task (cont'd)

Task 2 (AC 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 and 3.4)

In this task you will work as part of a group. You will review your group work experience and make suggestions about how you could improve your skills when working with others.

Start this task by working with a group of others to identify:

- 2 tasks that you will work on yourself
- 2 tasks that you will do with others.

Work with others on the tasks and:

- make suggestions to help the group work
- follow instructions appropriately from others in the group.

Following the group work you will be given feedback from your tutor or other appropriate person. This feedback will help you to review your group work skills.

Deal with feedback appropriately. Support others and ask for support when required.

Review the progress the group has made in working together:

- describe your own contribution to the group work
- describe 1 part of the group work that went well
- describe 1 part of the group work that could have gone better
- suggest 2 ways that your group work skills could be improved.

Types of evidence:

- observation with witness statement
 - record of oral/written questioning
 - reflective account
 - feedback from a classroom based activity.
-

Unit 14 Planning an enterprise activity (F/501/5942)

Internal assessment task

This unit will help you to find out how to select an enterprise activity and know the roles and skills that are needed to make the activity a success. Understanding the cost behind your idea is an important part of your planning.

Task 1 (AC 1.1)

It is important to choose an enterprise activity that will be as successful as possible. Be creative in your thinking. Describe the strengths and weaknesses of each of your ideas. Produce and complete a chart like the one below. This will help you select a suitable enterprise activity.

| Selecting a suitable enterprise activity | | |
|--|-----------|------------|
| Idea | Strengths | Weaknesses |
| | | |
| | | |
| | | |

Types of evidence:

- chart – like the above.
-

Unit 14 Planning an enterprise activity (F/501/5942) (cont'd)

Internal assessment task (cont'd)

Task 2 (AC 2.1)

In this section of your plan you need to think about the different roles and skills that will be needed for the enterprise activity to be a success. Produce and complete a chart like the below. Think about your enterprise activity and make a list under each of the headings, an example has been provided.

Name of enterprise activity:

| Job role | Practical skills needed | Personal skills needed |
|--|---------------------------|----------------------------------|
| Example <i>Someone to be in charge of the budget</i> | <i>Enjoys mathematics</i> | <i>Gives attention to detail</i> |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Types of evidence:

- chart – like the above
 - record of discussion.
-

Unit 14 Planning an enterprise activity (F/501/5942) (cont'd)

Internal assessment task (cont'd)

In this section you need to think about how much your enterprise activity will cost.

Task 3 (AC 3.1 and 3.2)

Produce a written plan that shows the cost involved in producing and selling your product or service. The plan must include:

- basic calculations to show the cost of the items and processes used to produce and sell the product or service
- basic calculations to show the final cost of the product or service.

Types of evidence:

- written plan
 - case study
 - calculations.
-

For your enterprise activity to be a success you will need to know how to promote it.

Task 4 (AC 4.1)

Produce a presentation that includes the following:

- examples of what materials you would use to promote your enterprise activity
- examples of what methods you would use to promote the product or service.

Types of evidence:

- presentation
 - record of observation
 - witness testimony.
-

Unit 15 Running an enterprise activity (F/501/5939)

Internal assessment task

The aim of this unit is to provide you with the opportunity to carry out an enterprise activity. This unit will help you to understand the importance of ensuring that the enterprise product or service will meet the needs of your target audience.

Task 1 (AC 1.1)

Write a description about your product or service, which shows why you think it will be successful.

You may like to consider the following questions:

- What makes it unique?
- Why are customers going to be interested in it?
- What steps have you taken to make sure it will be a success?

Types of evidence:

- written document.
-

Unit 15 Running an enterprise activity (F/501/5939) (cont'd)

Internal assessment task (cont'd)

Task 2 (AC 2.1)

This section is about bringing your idea to life. Demonstrate selling a product or service. Ask your tutor and a small group of your peers to be your audience.

To prepare for your demonstration make a list of the practical and personal skills you need in order to sell your product or service to your audience.

You can produce a checklist like the one below.

| Preparing for my demonstration | |
|--|---|
| Practical skills I need | Personal skills I need |
| Example <i>I must be organised</i> | Example <i>Make eye contact with the audience</i> |
| | |
| | |
| | |

Types of evidence:

- presentation/demonstration
 - record of observation
 - witness testimony.
-

Unit 15 Running an enterprise activity (F/501/5939) (cont'd)

Internal assessment task (cont'd)

It is important to ask others for their opinion, so that you can learn from your experiences and think about any changes you would make if you were to carry out the activity again.

Task 3 (AC 3.1)

Produce a questionnaire that the audience can complete at the end of your demonstration that will show what went well and what could have been better.

Types of evidence:

- questionnaire
 - reflective account.
-

Unit 16 The changing nature of society in the UK (K/600/3164)

Internal assessment task

This unit will provide you with the opportunity to investigate why people migrate to, from and within the UK. You will need to explore the impact of migration on communities and identify the benefits that relate to this.

You will also be expected to identify changes in UK society drawing on the advantages of cultural diversity.

Finally you will need to explain how community can be encouraged in a multicultural society through shared values.

It is important to be able to identify the diversity of cultures in our society today and consider why this is important.

Task 1 (AC 1.1 and 1.2)

Produce an information card. Include the following:

- a list of factors which contribute to cultural identity
- an outline of why identity is important.

Types of evidence:

- information card
 - poster.
-

Task 2 (AC 2.1, 2.2 and 3.1)

Many people choose to come to live in the United Kingdom from all parts of the world, changing the nature of this society. To gain understanding of this, discuss the following:

- an outline of the reasons why people migrate (leave the country they were born in and choose to live in another)
- an identification of the changes that have occurred in UK society
- a description of the benefits of cultural diversity
- an explanation of how to encourage positive community relationships in a multicultural society.

Types of evidence:

- written/pictorial
 - record of discussion
 - a spidergram.
-

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Unit 17 Supporting others (H/501/6887)

Internal assessment task

You are volunteering at a local youth centre where you are helping to support young people.

Task 1 (AC 1.1)

You have been asked to prepare a display to help the young people develop an awareness of assertiveness.

The display can include text, pictures, drawings and illustrations. The display must show that you can identify those who need support in your community and the type of support they may need.

You can use a chart:

| People who need support in different ways | Type of support needed |
|---|------------------------|
| | |
| | |
| | |
| | |
| | |

Types of evidence:

- chart
 - poster
 - leaflet.
-

Task 2 (AC 1.2, 2.1, 2.2, 3.1, 3.2 and 4.1)

In Task 2 you may choose one of the people identified in Task 1.

Produce a booklet titled: 'Supporting others'. Include the following information:

- a description of the support needs of the person
- state **two** things that you could do to support the person
- agree with the person how you will support them
- an explanation of what you cannot do to help or support this person and the reasons why
- make a list of the health and safety considerations you would need to be aware of when you support this person.

Types of evidence:

- booklet.
-

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Unit 17 Supporting others (H/501/6887) (cont'd)

Internal assessment task (cont'd)

Task 3 (AC 5.1, 6.1 and 6.2)

Produce and complete a chart like the one below to show how you supported the person identifying what went well and what could be improved on:

| List the support you have given | Identify what went well | Identify what did not go well | Identify changes you would make if you provide this support again. |
|--|--------------------------------|--------------------------------------|---|
| | | | |
| | | | |
| | | | |
| | | | |

Types of evidence:

- chart – like the above.
-

Unit 18 Understanding personal identity (M/600/3134)

Internal assessment task

Your self-esteem is a central part of beginning to understand your identity. This unit will give you the opportunity to consider what influences personal identity. You will look at what contributes to a positive sense of personal identity.

It will help you to understand how self-esteem can change with personal circumstances and how it can affect the way you feel about yourself and how this links to self-confidence. You will have the opportunity to demonstrate how to create a positive self-image.

Task 1 (AC 1.1, 1.2, 2.1, and 2.2)

You have been asked to raise awareness of communicating skills.

Produce a self-help guide titled 'Understanding personal identity'. Include the following:

- an opening paragraph to describe what personal identity is
- an outline of the factors that affect personal identity.

Add another section to your guide titled self-esteem. Include the following:

- a brief discussion about the positive and negative aspects of self esteem
- an explanation that shows how personal circumstances can influence self-esteem.

The guide can include text, pictures, drawings and illustrations.

Types of evidence:

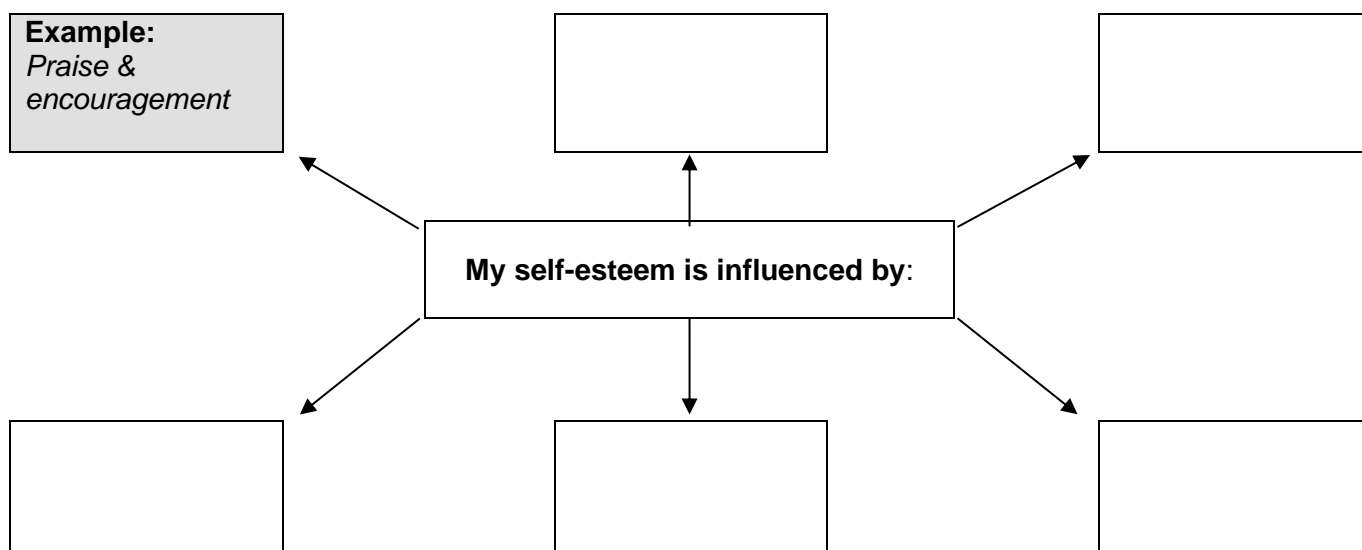
- leaflet
 - poster.
-

Unit 18 Understanding personal identity (M/600/3134) (cont'd)

Internal assessment task (cont'd)

Task 3 (AC 3.1, 3.2 and 3.3)

Present influences on your own self esteem by completing the boxes in the diagram below.



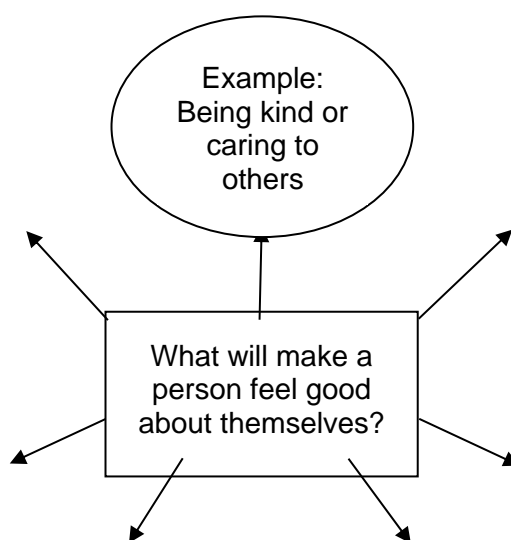
Give a minimum of two examples of how your self-esteem and confidence are linked.

Unit 18 Understanding personal identity (M/600/3134) (cont'd)

Internal assessment task (cont'd)

Task 3 (AC 3.1, 3.2 and 3.3) (cont'd)

Demonstrate how to create a positive self-image. Complete the diagram below:



Types of evidence:

- a spidergram.
-

Unit 19 Investigating a vocational area (T/600/3250)

Internal assessment task

This unit is designed to enable you to research different jobs that you might choose to do within your chosen vocational area, for example childcare, social care, health (or other). You will be able to discover the skills and knowledge that you would need to have in order to apply for those jobs.

Task 1 (AC 1.1)

You have been asked to prepare a leaflet, which can include text, pictures, drawings and illustrations.

Select a vocational area which interests you and carry out an investigation to find out about its structure and purpose. Produce information for the leaflet that includes:

- the characteristics of the vocational area
- own reasons for interest in a specific vocational area.

Types of evidence:

- leaflet.
-

Task 2 (AC 1.2, 1.3, 1.4 and 1.5)

Produce a written presentation which provides more detailed information about the job roles within your chosen vocational area. Your presentation must include:

- the sources of information which you have used to find out about the vocational area
- a description of **three** job roles associated with the vocational area
- a description of the skills, knowledge and personal qualities which are required for each of the three job roles you have already described
- an explanation on how you meet the job specifications for one of the job roles.

Types of evidence:

- written presentation.
-

Unit 19 Investigating a vocational area (T/600/3250) (cont'd)

Internal assessment task (cont'd)

Task 3 (AC 2.1, 2.2 and 2.3)

Produce a written plan on ways that you can develop your own skills for the chosen job role. The plan must include:

- an assessment of your own skills, knowledge and personal qualities relevant for the chosen role
- an assessment of areas for your own development
- an action plan for developing your own skills and knowledge for the chosen job role.

Types of evidence:

- written plan.
-

Unit 20 Preparing for your next steps (L/601/0110)

Internal assessment task

This unit provides you with the opportunity of researching and planning for the next phase of your life. This might be accessing further training, moving on in education or into employment.

You will be able to learn about different options suitable for your own unique talents and skills. Preparing for your next steps will enable you to gain experience and knowledge that you will be able to use when you plan for your future career.

You are preparing for your own career goals. To do this you will explore your next steps towards training or employment.

Prepare a folder which contains the following information.

Task 1 (AC 1.1, 1.2 and 1.3)

Find out about different careers which interest you. Produce a chart like the one below on A4 paper. Write down the information that you have found out about each career. You must include:

- information about possible different career goals
- a description of next steps you could take to achieve your personal career goals
- the barriers which could prevent you from achieving your personal career goals.

| My career goals | Steps to take toward my career goals | Barriers which may prevent me from reaching my career goals |
|------------------------|---|--|
| | | |
| | | |
| | | |

Types of evidence:

- chart – like the above.
-

Unit 20 Preparing for your next steps (L/601/0110) (cont'd)

Internal assessment task (cont'd)

Task 2 (AC 2.1, 2.2 and 2.3)

Find out about the opportunities for training and for work for your own personal career goals. Produce a document which includes:

- where you can find out about information about training or employment relating to your personal career goals
- opportunities for training which will help you towards your career goals
- a brief description of work opportunities relating to your own career goals

Types of evidence:

- poster
 - leaflet.
-

Task 3 (AC 3.1, 3.2 and 3.3)

Produce a booklet which contains information about yourself. Include in the booklet:

- a brief description of your own skills
- personal information which you will need to include on a CV or an application form
- a description of the skills and knowledge which you will need for your identified career path
- the steps you must take in the recruitment process
- a description of why it is important for you to be well prepared for an interview

Types of evidence:

- booklet.
-

Unit 21 Healthy eating for families (R/601/0108)

Internal assessment task

You will learn that all food is placed into groups which enable us to plan meals that, over a day, provide the correct amount of nutrients to meet our daily needs. This will provide us with a balanced diet. You will learn why it is so important to have a balanced diet and how eating healthily can help to prevent ill health. Not all people are able to eat the same foods; some are restricted by their faith, belief or customs and others by food allergies or disability. It is important to be aware of these restrictions so that you will know how to plan a balanced diet for most people whatever their dietary restrictions are.

A food magazine has asked learners, who are studying healthy eating, to contribute to the next publication.

Task 1 (AC 1.1, 1.2 and 1.3)

Produce information for an article which gives advice to families on all aspect of food and shows your understanding of a healthy, balanced diet.

The advice should include information on nutrition and the safe preparation and storage of foods. The article will be read by families from different cultures and with children who require special diets.

You must include:

- a list of the **5** main food groups
- the meaning of the term 'balanced diet'
- ways that a healthy balanced diet can affect a person's health.

Types of evidence:

- article
 - leaflet.
-

Task 2 (AC 2.1, 2.2 and 2.3)

Produce written work which will help families to understand the importance of good eating habits. Include the following:

- a brief description of why it is important for families to eat together
- advice to parent on ways that they can encourage children to choose healthy foods
- an example of a healthy meal for children.

Types of evidence:

- written document.
-

Unit 21 Healthy eating for families (R/601/0108) (cont'd)

Internal assessment task (cont'd)

Task 3 (AC 3.1, 3.2 and 3.3)

Produce an A4 poster which gives information about food restrictions for religious groups and special dietary requirements. Your poster must include:

- the food restrictions for people from **4** religious groups
- brief description of special dietary requirements for individuals
- **3** common foods which can cause allergic reactions for individuals.

You may use pictures or drawings to illustrate your work.

Types of evidence:

- poster.
-

Task 4 (AC 4.1, 4.2 and 4.3)

Use writing and drawings to show your knowledge about ways to handle and store foods safely.

Include the following:

- reasons why you must always wash hands before preparing food
- **1** hazard relating to food storage
- **1** hazard relating to food preparation
- **3** ways to prevent the cross contamination of food.

Types of evidence:

- poster
 - leaflet
 - a spidergram.
-

Unit 22 Supporting babies to play (J/601/3409)

Internal assessment task

You will study the importance of play and the adult's role in that play for babies between the ages of birth to 15 months. You will learn how play can support all areas of a baby's development. Babies have individual needs and their play should be tailored to their needs, you will learn how the individual needs of babies can be supported through play.

A parent and baby group has been set up in your local community. You have been asked to contribute to information for parents about the ways a baby's development is supported by play and the role of the adult in babies' play.

Task 1 (AC 1.1 and 1.2)

You may use drawings and writing to provide the following information.

- Ways that babies' development is supported in the following areas:
 - physical
 - social and emotional
 - intellectual and language.
- Examples of how babies' individual needs can be supported through play.

Types of evidence:

- poster
 - leaflet.
-

Unit 22 Supporting babies to play (J/601/3409) (cont'd)

Internal assessment task (cont'd)

Task 2 (AC 2.1 and 2.2)

Produce a chart like the one below on an A4 sheet of paper. On your chart write information about play activities for babies. Include information on the following:

- activities suitable for babies in each of the age groups listed
- suitable resources to support **each** of the play activities that you have identified
- the benefits for babies of **each** of the play activities you have identified.

| Age group of baby | Activities for babies | Resources | Benefit for babies |
|------------------------|-----------------------|-----------|--------------------|
| Birth to 3 months | | | |
| | | | |
| | | | |
| 4 months to 7 months | | | |
| | | | |
| | | | |
| 8 months to 11 months | | | |
| | | | |
| | | | |
| 12 months to 15 months | | | |
| | | | |
| | | | |

Types of evidence:

- chart – like the above.
-

Unit 22 Supporting babies to play (J/601/3409) (cont'd)

Internal assessment task (cont'd)

Task 3 (AC 3.1 and 3.2)

Produce information for parents on the adult's role to provide play activities for their babies. You must include:

- the adult's role to ensure that babies can play safely
- give examples of ways that adults can encourage their baby to play.

Types of evidence:

- leaflet.
-

Unit 23 Contraception information (R/601/3459)

Internal assessment task

You will learn about the various methods of contraception that people use today, how they work and the strengths and weaknesses of each method. Health clinics and surgeries are staffed by various health care professionals and you will learn about what they do and who can give the most appropriate advice about contraception.

Task (AC 1.1, 1.2, 2.1 and 2.2)

This task enables you to show your understanding of the strengths and weaknesses of various methods of contraception and where you may be able to obtain professional advice about this important topic.

Complete the chart below which gives young people information about contraception. It should include the following points:

- a list of methods of contraception
- state the strengths and weaknesses of each method of contraception on your list
- where young people can go for advice about contraception
- examples of professionals who are able to talk to young people about contraception.

| Method of contraception | Strengths of method | Weaknesses of method |
|--|---------------------|----------------------|
| • | | |
| • | | |
| • | | |
| Young people can get advice about contraception from the following | | |
| 1. 2. 3. | | |
| Examples of professionals who will be able to talk to young people about contraception | | |
| 1. 2. 3. | | |

Types of evidence:

- chart – like the above.

Unit 26 Interview skills (K/502/3579)

Internal assessment task

Whatever you decide to do next – be it a course or a job – it is likely that attending an interview will be part of the recruitment process. Excellence in both preparation and performance will be the key to your success.

Task 1 (AC 1.1, 1.2 and 1.3)

This task is about preparing for an interview. You will create a resource pack: preparing for an interview.

In your pack give 2 examples of the sort of questions that you may be asked at an interview for a job for each point listed below:

- questions around the job itself
- questions around working conditions
- questions about you - the interviewee or candidate.

You are going to take part in an interview. This may be an interview for a college course or a job. Your tutor will tell you more about what you are going to be interviewed for. Remember to practice for your interview so that you be as best prepared as you can. Once you know what the interview will be about think about how you can prepare.

Make a list of the things that you can do to prepare for an interview and describe 4 preparation tasks. The first description has been done for you:

| Preparation task | Description of task |
|--|--|
| 1. Find out where the interview will take place | It is important to find out where the interview will take place so that I know how to plan my journey. |
| 2. Is what I wear is important? | |
| 3. Should I be thinking of the types of questions that I might be asked? | |
| 4. It is important to think of any questions that I have | |

Types of evidence:

- table – like the example above
- observation with feedback simulated activity or actual (feedback from peers and tutor as appropriate).

Unit 26 Interview skills (K/502/3579) (cont'd)

Internal assessment task (cont'd)

Task 2 (AC 2.1, 3.1 and 3.2)

Now you are going to take part in the interview. Your tutor will offer you feedback on each of the points below. Your peers may also offer you some feedback too.

| Comment | Feedback |
|---|----------|
| Language: were all questions attempted clearly? Was eye contact maintained? Did body language demonstrate positive behaviour? | |
| Dress sense: was suitable dress wear chosen for the interview? | |
| Timekeeping: was time keeping managed well? | |
| Review your own performance in the interview Suggest two improvements that you will make to prepare for your next interview | |

Types of evidence:

- written/pictorial feedback form from actual or simulated activity
- witness testimony
- record of discussion.

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