

Internal Assessment Sample Tasks

**NCFE Entry 3 Award in Personal and Social
Development (501/0261/8)**

**NCFE Entry 3 Certificate in Personal and Social
Development (501/0634/X)**

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Summary of changes

This section summarises the changes to these Internal Assessment Sample Tasks since the last version (Issue 1 November 2017).

Version	Publication Date	Summary of amendments
v2.0	August 2019	There have been changes to Unit A/502/0458 - Individual rights and responsibilities. This document has been updated to reflect this.

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 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, 1.2 and 2.1)

Describe 3 activities that help a healthy lifestyle. You must choose 2 of the activities and carry these out.

Types of evidence:

- written/pictorial
- a spidergram or list with a brief outline of each item selected
- record of discussion
- reflective account
- expert witness testimony.

Task 2 (AC 2.2)

Describe how both of the activities have helped you with a healthy lifestyle

Types of evidence:

- record of discussion
- reflective account.

Unit 06 Individual rights and responsibilities (A/502/0458)

Internal assessment task

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

Task 1 (AC 1.1, 1.2, 1.3, and 1.4)

Produce an information card showing information about the following points:

- a description of a right which relates to an individual human right
- sources where you can find out about rights and responsibilities
- a description of a responsibility that you have for yourself
- a description of a responsibility that you have to others.

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

Types of evidence:

- written
- pictorial.

Unit 14 Rights and responsibilities in the workplace (L/503/4686)

Internal assessment task

Task 1 (AC 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, and 3.5)

You have been asked to prepare a display for a group of young people which will help them understand the importance of the rights and responsibilities which will support them in their work.

The display can contain text, pictures, drawings and illustrations. It should show that you can:

- list a range of employee rights
- state how employee rights are protected by law
- list a range of employee responsibilities
- give examples of information that needs to be confidential
- state why it is important to inform an employer of absence from work
- recognise and respond to hazards in own place of learning or work
- list requirements for personal health and safety in own place of learning or work
- list the guidelines for alcohol and medication (prescribed and non-prescribed) in own place of learning or work
- explain requirements for personal health and safety
- explain the importance of emergency procedures.

Types of evidence:

- written/pictorial
- poster
- leaflet
- record of discussion
- multi choice questions.

Unit 15 Cyber-bullying (R/503/4687)

Internal assessment task

Task 1 (AC 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, and 3.3)

You have been asked to raise awareness of cyber bullying in your school/college/centre/workplace. You could create a leaflet for other learners to make them aware of the dangers.

The leaflet can contain text, pictures, drawings and illustrations. It should show that you can:

- explain what cyber-bullying is
- list the different methods that can be used for cyber-bullying
- describe the effects cyber-bullying has on individuals
- describe ways in which
 - schools/colleges/places of work
 - parents/carers
 - peerscan help prevent cyber-bullying
- describe ways that an individual can help prevent cyber-bullying
- identify people who can be asked for help and support
- describe how to respond to incidents of cyber-bullying
- describe what support can be offered to individuals who are or who have been bullied.

Types of evidence:

- poster
- leaflet
- factsheet
- discussion.

Unit 16 Understanding CVs (Y/503/4688)

Internal assessment task

Task 1 (AC 1.1, 1.2, 1.3 and 1.4)

One way of developing your skills in writing CVs is to practice writing them. Your task is to write 2 CVs, in different styles, stating what they could be used for. This task will show that you:

- know what a CV is used for
- understand the information needed to complete a straightforward CV
- can identify people who could be asked to give a reference
- can give examples of different styles that could be used when creating a CV.

Types of evidence:

- CV
- record of discussion.

Unit 17 Developing assertiveness (D/503/4689)

Internal assessment task

Task 1 (AC 1.1, 1.2, 2.1, 2.2, 2.3, and 2.4)

You are volunteering at a local youth centre where you are helping to support young people. 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. It must show that you can:

- define assertiveness
- outline the difference between 'assertive', 'passive' and 'aggressive'
- state the benefits of being assertive
- identify a situation where assertiveness could be used to achieve a desired outcome
- give examples of assertive behaviour in a given situation
- outline the importance of self-control when being assertive.

Types of evidence:

- written
- pictorial
- record of discussion
- multi choice questionnaire.

Unit 18 Interpersonal communication skills (R/503/4690)

Internal assessment task

Task 1 (AC 1.1, 1.2, 1.3, 1.4, 2.1, and 2.2)

You have been asked to prepare a display that will raise awareness of communicating skills. The display can include text, pictures, drawings and illustrations. It should show that you:

- understand the importance of the following elements of effective communication:
 - active listening
 - reflective listening
 - non-verbal communication
- can give examples of situations in which interpersonal skills are important
- can identify possible barriers to communication
- give examples of effective communication in given situations
- identify a strategy to overcome barriers to communication in given situations.

Types of evidence:

- poster
- written
- record of discussion
- case study.

Unit 19 Personal care and hygiene (D/503/4692)

Internal assessment task

Task 1 (AC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, and 4.3)

You have been asked to raise awareness of personal care and hygiene. You could produce a leaflet that includes text, pictures, drawings and/or illustrations and shows that you can:

- identify why bathing or showering is part of a regular personal routine
- identify another personal hygiene routine and when it might be used
- identify products for personal use
- give examples of when toiletry products are used
- identify a routine for changing clothes
- identify why clothes should be changed and washed or cleaned regularly
- identify why oral health is important
- give examples of advantages of using oral health products
- identify when and how teeth should be cleaned.

Types of evidence:

- leaflet
- poster
- a spidergram
- record of discussion.

Unit 20 Introduction to independence (H/503/4693)

Internal assessment task

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

You are working with a group of peers to produce a poster for use with young people who are thinking of leaving home. This poster will show that you can:

- define the term 'independence'
- give examples of areas of independence
- identify areas of confidence in relation to independence
- identify areas where own independence could be developed
- identify where to get guidance and support to develop independence.

Types of evidence:

- poster
- leaflet
- spidergram
- record of discussion.

Unit 21 Introduction to essential work skills (K/503/4694)

Internal assessment task

Task 1 (AC 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, and 4.2)

To help prepare you for your future in the workplace you have been asked to prepare a set of frequently asked questions for a group of young people that shows that you can:

- list essential skills required for the work environment
- outline basic understanding of time management skills
- give examples of reliable and committed behaviour at work
- give examples of clothing for different types of work
- state reasons why there are specific dress codes for different jobs
- give examples of how to communicate with co-workers
- give examples of tools used for communication.

Types of evidence:

- questions
- written
- a spidergram
- record of discussion.

Unit 22 Understanding interpersonal skills (L/601/9857)

Internal assessment task

Task 1 (AC 1.1, 2.1, 3.1, and 3.2)

You will need to ask someone to take part in a question and answer session with you to help you complete the table below which will help you understand the concept of interpersonal skills. It will show that you can:

- identify other people's personal strengths
- identify own strengths when interacting with other people
- identify own interpersonal skills for improvement
- state benefits of improving own identified interpersonal skills.

Other people's personal strengths	Own strengths when interacting with other people
Own interpersonal skills for improvement	Benefits of improving own interpersonal skills

Types of evidence:

- table – like the above example
- spidergram
- record of discussion.

Unit 23 Understanding how to clean the home (K/601/9848)

Internal assessment task

Task 1 (AC 1.1, 1.2, 2.1, 2.2, 2.3, and 2.4)

You have been asked to produce a cleaning programme for a house. The cleaning programme will show that you can:

- identify rooms that need to be cleaned
- outline cleaning requirements for specific rooms
- identify equipment required to clean the home
- identify products used to clean the home
- outline how to use home cleaning equipment safely
- state how to use home cleaning products safely.

Types of evidence:

- record of discussion
- poster
- factsheet
- display.

Unit 24 Contraception information (R/601/3459)

Internal assessment task

The task below will enable 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.

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

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

- a list of methods of contraception
- 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
<p style="text-align: center;">Young people can get advice about contraception from the following</p> <p>1. 2. 3.</p>		
<p style="text-align: center;">Examples of professionals who will be able to talk to young people about contraception</p> <p>1. 2. 3.</p>		

Types of evidence:

- chart – like the above example
- leaflet
- handout
- record of discussion
- discussion with summary.

Unit 25 Preparing for your next steps (L/601/0110)

Internal assessment task

You are preparing for your own career goals. To do this you will explore your next steps towards education, training or employment. Find out about different careers that interest you and prepare a folder that contains the following:

Task 1 (AC 1.1, 1.2 and 1.3)

A chart that shows that you can:

- investigate potential career goals
- describe next steps you could take to achieve your personal career goals
- identify 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 example
- record of discussion.

Unit 25 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)

An information sheet that shows you can:

- identify sources of information for training or employment (minimum 2)
- list training opportunities (minimum 2)
- outline employment options.

Types of evidence:

- workbook
- written
- record of discussion.

Task 3 (AC 3.1, 3.2, 3.3, 4.1 and 4.2)

A personal profile that shows that you can:

- outline personal skills
- identify personal information for application forms or CV
- describe skills and knowledge required for identified career path
- identify the steps to recruitment
- describe the importance of personal preparation for interview.

Types of evidence:

- personal profile
- poster
- record of discussion
- reflective practice.

Unit 27 Job application skills (H/502/3614)

Internal assessment task

Task 1 (AC 1.1 and 1.2)

This task will involve creating a folder of the information that you will need for a job application. Make a list of the information that you usually need when applying for a job. Next collect all of this information and keep it in a folder. It will help if you use dividers to section any different types of information that you think you may need. You will need to use the information in your folder later on.

Useful sections will be:

- personal information-name, address and educational experience
- my skills and qualities
- job roles I am interested in
- any experience I have had in this or any other job role
- examples of job descriptions for the job role that I am interested in
- examples of job application forms
- examples of letters of application.

Types of evidence:

- folder with appropriate sections.

Task 2 (AC 2.1 and 2.2)

In this task you are going to apply for a job vacancy. You will need to think about a job role that you would like to do, what skills and qualities, experience and educational experience you will need for the job and any relevant experience that you may have had. Use your folder to help you.

Apply for a job role by completing an application form.

Write an accompanying letter that you would send with your application form. Remember to:

- use a correct format
- address the letter and add a date
- write the letter in formal language-this is not a letter to someone you know or a friend and so choose the style appropriately
- check the letter for spelling mistakes and to make sure that it reads well.

Types of evidence:

- completed job application
- accompanying letter.

Unit 28 Interview skills (K/502/3615)

Internal assessment task

Task 1 (AC 1.1, 1.2 and 1.3)

This task is about knowing how to prepare for an interview. There are different types of interview that you may be involved in. Some interviews are about starting a new school or college, others are about a job or joining a club.

For this task you will produce a pack of useful information that will help you to prepare for any interview. All interviews will have some common expectations and these are listed below. Remember to think about what the person carrying out the interview will expect from you when describing each one. Read through the list and describe each of the following:

- punctuality
- what to wear
- how to behave
- appropriate behavior.

In your pack, as well as the descriptions of each bullet point from the list above, collect other useful information that you think you will need, such as:

- your personal details
- your educational experience
- any experience that you have had that helps to show your skills and qualities.

You will find the information pack useful later on.

Types of evidence:

- information pack.

Unit 28 Interview skills (K/502/3615) (cont'd)

Internal assessment task (cont'd)

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

For this task you will be taking part in a simulated activity. The activity will be an interview. Your tutor will support you with this activity. The interview that you will be attending will be to join the local college to study a course of your choice. You will make this choice with your tutor before the interview so that you can both prepare.

You will be given a timeslot to attend for the interview. Your tutor will interview you during this slot. The interview will include question and answers about the things that you have prepared.

Your information pack can be taken along to the interview and you can share some of the information that you think is useful with your tutor. For example your tutor may ask you about why you think that this course is suitable for you. You may need to refer to information about your educational experience as well as any relevant experience that you have that shows your personal skills and qualities too.

Try not to rely too much on the information in your pack when you are talking to your tutor about your personal details.

Remember when talking to your tutor to talk clearly, using appropriate language. Listen carefully to the questions that you are asked. If you do not hear the question properly or if you do not understand the question being asked it is better to be honest and apologise. Tell your tutor that you did not hear the question and would he/she mind repeating it. If you did not understand what is being asked of you apologise to your tutor and ask him/her if they could kindly re word the question so that you can try to answer it. Don't rush, listen carefully and do your best.

Your tutor will make notes and offer feedback at the end of the interview. Use this feedback to think about how you think the interview went. What went well and what do you think you could do better?

Give an example of what you could do to make improvements to your interview skills.

Keep all of your notes in your information pack. Well done interviews are not easy!

Types of evidence:

- observation by tutor/assessor during a simulated interview activity
- simulated activity
- learner and peer reports
- expert witness testimonies from manager or supervisor including actual interviews or simulated activities to meet the criteria.

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