

BTEC LEVEL 2 DIPLOMA IN PUBLIC SERVICES WORKBOOK 2

THIS WORKBOOK:

A. CONTAINS

- **THE REQUIREMENTS AND QUESTIONS FOR:**
 - UNIT 5 IMPROVING HEALTH AND FITNESS FOR ENTRY TO THE UNIFORMED PUBLIC SERVICES
 - UNIT 8 ADVENTUROUS ACTIVITIES AND TEAMWORK FOR THE PUBLIC SERVICES
 - UNIT 15 EXPEDITION SKILLS IN PUBLIC SERVICES
 - UNIT 20 VOLUNTEERING
- **A “COVER SHEET” WHICH MUST BE COMPLETED AND:**
 - SIGNED BY THE LEARNER
 - COUNTERSIGNED BY THE UNIT VQ OFFICER/INSTRUCTOR

B. YOU MAY USE THE INFORMATION IN THE RESOURCE BOOK AND OTHER SOURCES BY READING AND RE-TYPING THE CONTENT, BUT YOU MUST NOT ELECTRONICALLY COPY AND PASTE FROM ONE DOCUMENT TO THE OTHER

C. MUST BE SUBMITTED BY THE UNIT TO CVQO FOR MARKING, NO MARKING ACTION IS REQUIRED BY THE UNIT

D. DEADLINE FOR SUBMISSION IS **30 APRIL 2013 UNLESS CVQO HAS CONFIRMED OTHER ARRANGEMENTS TO YOUR UNIT IN WRITING.**

2011

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You must pass the Unit below together with the Units in Workbook 1 to pass the BTEC Level 2 Diploma in Public Services

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BTEC Level 2 in Public Services

WORKBOOK 2 COVER SHEET



Name:	_____
CVQO Ref:	_____
Unit:	_____

THIS WORKBOOK MUST COMPLETED AND RETURNED TO CVQO FOR MARKING

DEADLINE FOR SUBMISSION IS **30 APRIL 2013** (NOT LEARNERS IN SCOTLAND)
UNLESS CVQO HAS CONFIRMED OTHER ARRANGEMENTS
TO YOUR UNIT IN WRITING.

THE DECLARATION BELOW MUST BE SIGNED BY THE LEARNER AND THEIR VQ OFFICER

UNSIGNED WORK WILL NOT BE ACCEPTED FOR MARKING

Learner's Declaration: <i>"I certify that:</i>		
<ol style="list-style-type: none"> <i>I have had the requirements for this BTEC Level 2 qualification explained to me.</i> <i>Where appropriate I have been given constructive feedback.</i> <i>The work submitted for this Workbook is my own."</i> 		
Signed:		Date:
Unit VQ Officer's Declaration: <i>"I certify that:</i>		
<ol style="list-style-type: none"> <i>I have issued the relevant Resource Material to this cadet and explained where the information for the completion of their work can be found.</i> <i>The learner understands the requirements for the completion of this Diploma.</i> <i>The learner named above completed the work submitted."</i> 		
Name:	Signed:	Date:

**On completion the Unit VQ Officer is to sign & send by recorded delivery to:
CVQO, 3 Archipelago, Lyon Way, Frimley, Camberley, Surrey, GU16 7ER**

NOTES

To achieve a **“Pass”** for a Unit you must:

- Achieve all **“Pass”** level requirements in that Unit

To achieve a **“Merit”** for a Unit you must:

- Achieve all **“Pass”** level requirements in that Unit
- Achieve all **“Merit”** level requirements in that Unit

To achieve a **“Distinction”** for a Unit you must:

- Achieve all **“Pass”** level requirements in that Unit
- Achieve all **“Merit”** level requirements in that Unit
- Achieve all **“Distinction”** level requirements in that Unit

GLOSSARY

COMMAND VERBS	DESCRIPTION
ANALYSE	Identify separate factors; say how they are related and how each one contributes to the topic.
COMMENT	Write about, with an opinion.
COMPARE AND CONTRAST	Explain how things are similar and how they are different.
DESCRIBE	Give a clear description that includes all the relevant features. Think of it as ‘painting a picture with words’.
EVALUATE	Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements.
EXPLAIN	Set out in detail the meaning of something, with reasons. This is more difficult than describing or listing so it can help you to give an example to show what you mean. Start by introducing the topic then give the ‘how’ or ‘why’.
IDENTIFY	Point out (i.e. choose the right one).
LIST	Provide the information in a list, rather than in continuous writing.
REVIEW	Look back over something and analyse the major points in sequence.
SELECT	Choose the most suitable.
STATE	Write down clearly.

A more comprehensive Glossary can be found in the Resource Book

UNIT 5

Improving Health and Fitness for Entry to the Uniformed Public Services

You must **pass** this unit to pass the BTEC Level 2 Diploma in Public Services

Read this before you start:

A number of questions in Unit 5 ask you to identify your answer by selecting from options offered to you.

For each question select your answer and place a ✓ in the appropriate box or boxes.

If you mark the wrong box, change the ✓ into a ✗ and put a ✓ in the correct box.

Assignment 5A:

Major Body Systems associated with a Healthy Lifestyle

Question 5A-1 This **PASS** level question provides evidence towards Unit 5 P1

- The key terms associated with a healthy lifestyle:
 - a. Which **THREE** of the following link most closely to the World Health Organisation definition of health?

<input type="checkbox"/> Seeing the doctor regularly	<input type="checkbox"/> Feeling good physically
<input type="checkbox"/> Having a positive outlook on life	<input type="checkbox"/> Swimming every week
<input type="checkbox"/> Taking vitamin supplements	<input type="checkbox"/> Freedom from disease
 - b. Which **THREE** of the following are requirements for good health?

<input type="checkbox"/> Plenty of sunshine	<input type="checkbox"/> Lots of money
<input type="checkbox"/> Lively entertainment	<input type="checkbox"/> Adequate sleep
<input type="checkbox"/> Adequate nutrition	<input type="checkbox"/> Proper shelter
 - c. Which **THREE** of the following are most closely linked to a healthy lifestyle?

<input type="checkbox"/> Drinking alcohol	<input type="checkbox"/> Taking non prescription drugs
<input type="checkbox"/> Eating fresh fruit	<input type="checkbox"/> Smoking
<input type="checkbox"/> Regular exercise	<input type="checkbox"/> Drinking plenty of water

Question 5A-2 This **PASS** level question provides evidence towards Unit 5 P2

- The effects of exercise on the body systems associated with health:
 - a. Identify **TWO SHORT TERM** effects of exercise on the muscular-skeletal system
 - Larger muscles
 - More glycogen and oxygen stored in muscles
 - Increase of blood flow to the muscles
 - Greater oxygen demand by muscles

U5 Major Body Systems Associated With A Healthy Lifestyle

- b. Identify **ONE LONG TERM** effect of exercise on the respiratory system.
- Increase in rate of breathing to supply oxygen to cells
 - Deeper breaths to supply more oxygen to cells
 - More efficient respiratory system
 - Decrease in weight
- c. Identify **TWO LONG TERM** effects of exercise on the cardiovascular system.
- Increase in the size of the heart muscle
 - Increase in heart rate to pump more blood around the body to supply cells with oxygen and nutrients
 - Shunting of blood from less important organs for exercise, such as the digestive system, so more important areas receive enough oxygen and nutrients
 - Number of red blood cells increases

Question 5A-3 This **PASS** level question provides evidence towards Unit 5 P3

- The benefits of exercise
- a. Identify **THREE** of the main benefits of exercise.
- | | |
|---|--|
| <input type="checkbox"/> Makes you tired | <input type="checkbox"/> Improves balance and coordination |
| <input type="checkbox"/> Improves the immune system | <input type="checkbox"/> Makes you feel good |
| <input type="checkbox"/> Fills time | <input type="checkbox"/> Expensive gym membership |
- b. Identify **THREE** factors that link most closely with the social benefits of exercise.
- Exercise is often carried out with others
 - Exercise is always lonely
 - Exercise requires determination
 - Exercise activities can be shared with family members
 - Exercise creates opportunities to make friends
 - Exercise destroys relationships
- c. Identify the **THREE** statements which correctly describe the link between exercise and weight loss.
- More energy is required by the body than is supplied in food
 - Body fat increases to store more energy
 - More exercise requires more energy
 - Body fat decreases to release more energy
 - More exercise requires less energy
 - Less energy is required by the body than is supplied in food

Question 5A-4 This **MERIT** level question provides evidence towards Unit 5 M1

- Explain the impact of regular exercise on **THREE** body systems associated with health

1. NAME OF FIRST BODY SYSTEM:	
Impact of regular exercise:	
2. NAME OF SECOND BODY SYSTEM:	
Impact of regular exercise:	
3. NAME OF SECOND BODY SYSTEM:	
Impact of regular exercise:	

Question 5A-5 This **DISTINCTION** level question provides evidence towards Unit 5 D1

- Evaluate the **SHORT** and **LONG** term effects of regular exercise on body systems associated with health.

Assignment 5B: Effect of Basic Nutrition and Lifestyle Factors

Question 5B-1 This **PASS** level question provides evidence towards Unit 5 P5

You must describe the effect of basic nutrition and lifestyle factors on fitness

- a. Which **THREE** actions **REDUCE** the risk of developing diabetes?
- Eating a sensible diet to maintain a healthy weight
 - Consuming high energy diets so you become over weight
 - Eating complex carbohydrates such as wholemeal pasta
 - Taking regular exercise
 - Eating lots of refined sugars in biscuits and cakes
- b. Which **THREE** actions which **REDUCE** the risk of developing high blood pressure?
- Keeping within the recommended number of units of alcohol each week
 - Eat a lot of salty food
 - Eating a sensible diet to maintain a healthy weight
 - Eat a lot of fatty foods, particularly animal fats
 - Making sure you do not eat too much salt in your diet
- c. Which **THREE** actions **REDUCE** the risk of developing high cholesterol?
- Eating a sensible diet to maintain a healthy weight
 - Keeping within the recommended number of units of alcohol each week
 - Eating a low-fat diet, particularly missing out animal fats
 - Consuming a high energy diet so you become over weight
 - Drinking large quantities of alcohol

Question 5B-2 This **PASS** level question provides evidence towards Unit 5 P4

You must understand how to keep a Food and Activity Diary.

The two extracts below have been taken from the diaries of two young people, David and Jane, who are both aged 16.

Use the information in these extracts to answer the questions which follow. YOU MAY DETACH THIS PAGE IF YOU WISH.

David's Diary	
Time	Food and drink
9 am	Breakfast: Baked beans, 2 sausages, 2 eggs, 1 slice white toast with butter and jam, glass of full-fat milk
11 am	Snack: Glass of full-fat milk and 2 chocolate digestive biscuits
1 pm	Lunch: Burger, chips
4 pm	Snack: Glass of full-fat milk and cake
6 pm	Evening meal: Roast chicken, jacket potato, broccoli, ice cream, cola
9 pm	Snack: Cheddar cheese and 2 cream crackers (with 1 tsp butter)
Time	Activity
10 am	reading until lunch
1 pm	watching TV
3 pm	Computer games then TV
7 pm	watching TV until 10 pm

Jane's Diary	
Time	Food and drink
8 am	Snack: Glass of fruit juice, an orange
9 am	Breakfast: Muesli with skimmed milk
11 am	Snack: Apple and glass of fruit juice
1 pm	Lunch: Cottage cheese, 3 cream crackers, raw carrot, glass of water
4 pm	Snack: Banana, glass of water
6 pm	Evening meal: Salmon steak (steamed), baked potato, broccoli
Time	Activity
8.30 am	run with dog (1 mile)
10 am	help with gardening until lunch
2 pm	tennis 1 hour
7 pm	walk with dog

Use the information in the diary extracts and the Resource Book to answer the following questions.

- a. Which **THREE** of the following activities listed by David or Jane are most closely linked to a healthy lifestyle?

- Reading until lunch
- Watching TV
- Run with dog (1 mile)
- Tennis 1 hour
- Computer games then TV
- Help with gardening until lunch

- b. Which **THREE** of the following statements are correct?

- Jane's meals contain the recommended daily number of servings of Group 2 foods (meat, poultry, fish, dry beans, eggs & nuts)
- Jane's meals contain less than the recommended daily number of servings of Group 2 foods (meat, poultry, fish, dry beans, eggs & nuts)
- David's meals contain the daily recommended number of servings of Group 1 foods (milk, yoghurt and cheese)
- David's meals contain more than the daily recommended number of servings of Group 1 foods (milk, yoghurt and cheese)
- Jane's meals contain the recommended daily number of servings of Group 4 foods (fruit)
- Jane's meals contain less than the recommended daily number of servings of fruit

- c. Which **THREE** of the following statements are correct?

- David's breakfast contains more energy (kJ) than Jane's breakfast
- David's breakfast contains less energy (kJ) than Jane's breakfast
- Jane's evening meal contains more fat than David's evening meal
- Jane's evening meal contains less fat than David's evening meal
- David's lunch contains more fibre than Jane's lunch
- David's lunch contains less fibre than Jane's lunch

Question 5B-3 This **MERIT** level question provides evidence towards Unit 5 M2

a. Which **ONE** of the following is closest to the energy content of David's lunch?

- 1,130 kJ
- 2,738 kJ
- 1,608 kJ
- 3,208 kJ

b. Which **ONE** of the following is closest to the protein content of Jane's evening meal?

- 15g
- 300g
- 30g
- 150g

c. The total amount of energy supplied in the day's meals is 5,999 kJ for Jane and 18,015 kJ for David. Which **TWO** of the following are correct?

- David's meals contain the recommended amount of energy for a person of his age
- David's meals contain more than the recommended amount of energy for a person of his age
- David's meals contain less than the recommended amount of energy for a person of his age
- Jane's meals contain the recommended amount of energy for a person of her age
- Jane's meals contain more than the recommended amount of energy for a person of her age
- Jane's meals contain less than the recommended amount of energy for a person of her age

Question 5B-4 This **THREE** part **DISTINCTION** level question provides evidence towards Unit 5 D2

You must evaluate the effect of a personal Food and Activity diary suggesting areas for improvement.

Choose **EITHER** Jane's diary **OR** David's diary. What advice would you give to David or to Jane about ways in which they could improve their lifestyles? You must include the reasons behind the points you make.

Assignment 5C: Personal Fitness Tests

Question 5C-1 This **PASS** level question provides evidence towards Unit 5 P6

- Identify components of and testing methods for fitness:
- a. Which **ONE** component of fitness is the ability to rapidly and accurately change the direction of the movement of the body?
- Coordination
 - Agility
 - Muscular strength
 - Balance
- b. Which **ONE** component of fitness is the ability to transfer energy into force?
- Agility
 - Balance
 - Flexibility
 - Power
- c. Which **ONE** component of fitness is the relative percentage of fat, muscle, bone and other tissues in the body?
- Muscular strength
 - Body composition
 - Flexibility
 - Coordination
- d. Which **ONE** component of fitness is the ability of the muscles to exert themselves repeatedly?
- Muscular strength
 - Reaction time
 - Balance
 - Muscular endurance
- e. In the RAF fitness test, which **ONE** component of fitness is **NOT** tested by the shuttle run, press-ups or sit-ups?
- Power
 - Muscular endurance
 - Body composition
 - Speed
- f. In which **ONE** part of the National Firefighter Physical Tests (firefighter selection) is upper body strength tested?
- Ladder climb
 - Casualty evacuation
 - Enclosed space
 - Equipment assembly

Activity 5C-2 This **PASS** level activity provides evidence towards Unit 5 P7

- Perform fitness tests used by the uniformed public services.
- This is a practical requirement carried out as part of your normal activities with your Unit. CVQO will get a record of you achieving this from your Unit.

Activity 5C-3 This **MERIT** level activity provides evidence towards Unit 5 M3

- Demonstrate improvement in performance in a fitness test used by a uniformed public service.
- This is a practical requirement carried out as part of your normal activities with your Unit. CVQO will get a record of you achieving this from your Unit.

Assignment 5D: Personal Improvement Programme

Question 5D-1 This **PASS** level question provides evidence towards Unit 5 P8

You must plan a personal health improvement programme

- In the space below **describe one week** of your three month plan (**this is the 6th week of your plan**).
- Your plan **MUST** include 1 or 2 rest days in the week.

Day	Workout <i>(identify ONE planned training activity)</i>	Method of Training <i>(identify ONE main method of training you are using)</i>	Component <i>(identify the ONE main component you are working on)</i>
Monday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Circuit <input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance Training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Tuesday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Circuit <input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance Training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Wednesday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Circuit <input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance Training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Thursday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Circuit <input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance Training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Friday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Circuit <input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance Training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Saturday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Circuit <input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance Training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility
Sunday	<input type="checkbox"/> Cycle 60 mins on roads, including hills <input type="checkbox"/> 3 mile run, including hills <input type="checkbox"/> Press ups, sit ups, weights, pull ups, burpees, sprints <input type="checkbox"/> 45 minute swim <input type="checkbox"/> Game of sport (e.g. rugby, hockey) <input type="checkbox"/> Rest day	<input type="checkbox"/> Circuit <input type="checkbox"/> Interval <input type="checkbox"/> Continuous (endurance) <input type="checkbox"/> Resistance Training <input type="checkbox"/> Rest day	<input type="checkbox"/> Aerobic work <input type="checkbox"/> Anaerobic work <input type="checkbox"/> Endurance <input type="checkbox"/> Speed <input type="checkbox"/> Flexibility <input type="checkbox"/> Strength <input type="checkbox"/> Agility

Activity 5D-2 This **MERIT** level activity provides evidence towards Unit 5 M4

You must participate in a personal Health Improvement Programme.

- This is a practical requirement carried out as part of your normal activities with your Unit. CVQO will get a record of you achieving this from your Unit.

Question 5D-3 This **DISTINCTION** level question provides evidence towards Unit 5 D3

- Write an Action Plan for further improvement in health

First improvement target:

Your plan to achieve that target:

Second improvement target:

Your plan to achieve that target:

UNIT 8

Adventurous Activities and Teamwork For The Public Services

This is an **Optional** Unit for the BTEC Level 2 Diploma in Public Services
You must pass **THREE** Optional Units to pass the Level 2 BTEC Diploma

Assignment 8A: Know about Organisations that provide Adventurous Activities

Question 8A-1 This **PASS** level question provides evidence towards Unit 8 P1

a. From the list below, identify **FOUR** outdoor adventurous activities.

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Rock Climbing | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Hang Gliding | <input type="checkbox"/> Athletics |
| <input type="checkbox"/> Offshore sailing | <input type="checkbox"/> Gliding |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Canoeing |

b. From the list below identify **FOUR** organisations which provide Adventurous Activities.

- | | |
|---|---|
| <input type="checkbox"/> Army Cadet Force | <input type="checkbox"/> Womens Institute |
| <input type="checkbox"/> Royal Navy | <input type="checkbox"/> Air Training Corps |
| <input type="checkbox"/> Scouts | <input type="checkbox"/> Sea Cadet Corps |
| <input type="checkbox"/> The Salvation Army | <input type="checkbox"/> Royal Air Force |

c. From the list below, identify **THREE** Adventurous Training Projects.

- | | |
|--|---|
| <input type="checkbox"/> Ten Tors | <input type="checkbox"/> Community Play Scheme |
| <input type="checkbox"/> Operation Raleigh | <input type="checkbox"/> Sailing Training Association |
| <input type="checkbox"/> Help For Heroes | <input type="checkbox"/> DoF Expedition Section |

Question 8A-2 This **PASS** level question provides evidence towards Unit 8 P5

- Identify the **main** reason why the Uniformed Public Services consider Outdoor Adventurous Activities to be beneficial to their service personnel.
 - Outdoor Adventurous Activities are great fun
 - Outdoor Adventurous Activities develop skills vital to Operational Capability
 - Outdoor Adventurous Activities are expensive to do
 - The service personnel can get up late

Question 8A-3 This **MERIT** level question provides evidence towards Unit 8 M1

- You must analyse different organisations and projects that provide Adventurous Activities
- Select **TWO** of the Organisations identified in your answer to **Question 8A-1 b**.
- Explain in detail the procedures which these organisations are required to follow in order to reduce the risk of incidents when conducting Adventurous Activities with young people.

Question 8A-4 This **MERIT** level question provides evidence towards Unit 8 M5

- Explain how your Youth Organisation uses Adventurous Activities to encourage its members to become more active and take part in new activities.

Assignment 8B: Know the factors relating to Outdoor Adventurous Activities

Question 8B-1 This **PASS** level question provides evidence towards Unit 8 P2

a. List **FOUR** benefits of Adventurous Activities to the individual.

Benefit 1:
Benefit 2:
Benefit 3:
Benefit 4:

b. List **TWO** environmental factors relating to Adventurous Activities (i.e. consider the negative effects to the environment by such activities).

Environmental Factor 1:
Environmental Factor 2:

c. List **FOUR** safety factors relating to Adventurous Activities (safety factors which need to be considered before, during and after the activities takes place).

Safety Factor 1:
Safety Factor 2:
Safety Factor 3:
Safety Factor 4:

Question 8B-2 This **MERIT** level question provides evidence towards Unit 8 M2

a. Explain in detail **TWO** of the benefits as identified in your answer to **Question 8B-1 a.**

First Benefit:

Second Benefit:

b. Explain in detail **TWO** of the environmental factors as identified in **Question 8B-1 b.**

First Factor:

Second Factor:

c. Explain in detail **TWO** of the factors identified in your answer to **Question 8B-1 c.**

First Factor:

Second Factor:

Question 8B-3 This **DISTINCTION** level question provides evidence towards Unit 8 D1

- Evaluate the benefits of Adventurous Activities in relation to:

a. Benefits to the individual:

b. Benefits to the organisation:

Assignment 8C: Participate in Outdoor Adventurous Activities

Activity 8C-1 This **PASS** level activity provides evidence towards Unit 8 P3

- You must take part in a minimum of two outdoor adventurous activities.
- This is usually carried out as part of your normal activities which your organisation will inform us about.

Question 8C-2 This **MERIT** level question provides evidence towards Unit 8 M3

- Explain responsibilities of participants during adventurous activities

Assignment 8D: Review your Adventurous Activities

Question 8D-1 This **PASS** level question provides evidence towards Unit 8 P4

- In relation to **TWO** different Outdoor Adventurous Activities which you have taken part in give details of your own performance identifying strengths and weaknesses.

First Activity (give name):	
Your Strengths	Your Weaknesses
Second Activity (give name):	
Your Strengths	Your Weaknesses

Question 8D-2 This **MERIT** level question provides evidence towards Unit 8 M4

- You must analyse team performance in the activities you have taken part in
- In relation to **TWO** different **team based** Outdoor Adventurous Activities which you have taken part in give details of the team's performance identifying strengths and weaknesses.

First Activity (give name):	
Team Strengths	Team Weaknesses
Second Activity (give name):	
Team Strengths	Team Weaknesses

Question 8D-3 This **DISTINCTION** level question provides evidence towards Unit 8 D2

- You must evaluate your own performance and that of your team
- In conclusion to the above review of Adventurous Activities undertaken, produce recommendations for any future Adventurous Activities with regards to your own and team performance

a. Recommendations regarding the individual (you):

b. Recommendations regarding the Team (Group):

UNIT 15

Expedition Skills

This is an Optional Unit for the BTEC Level 2 Diploma in Public Services

You must pass **THREE** Optional Units to pass the BTEC Level 2 Diploma

Activity 15A-1 This **PASS** level activity provides evidence towards all Unit 15 Pass level criteria

- To Pass this Unit you must complete an Expedition as part of your normal training.
- This can be part of your normal Syllabus **or** be a Duke of Edinburgh Award Expedition at Bronze, Silver or Gold level. CVQO will get a record of you achieving this from your Unit.

Activity 15A-2 This **MERIT** level activity provides evidence towards Unit 15 M1 M2 & M4

- You must complete an Expedition this can be part of a Duke of Edinburgh Award Expedition at Bronze, Silver or Gold level **or** equivalent CVQO will get a record of you achieving this from your Unit

Question 15A-3 This **MERIT** level question provides evidence towards Unit 15 M3

- Analyse the benefits of expeditions to the public services, particularly the armed forces.

Activity 15A-4 This **DISTINCTION** level activity provides evidence towards Unit 15 D1 & D2

- You must complete an Expedition. This can be part of a Duke of Edinburgh Award Expedition at Bronze, Silver or Gold level **or** equivalent CVQO will get a record of you achieving this from your Unit

Question 15A-5 This **DISTINCTION** level question provides evidence towards Unit 15 D3

- a. Evaluate the expedition that you have personally taken part in from the planning stage to the post expedition debrief.
- b. Give your recommendations for future expeditions based on your experience.

UNIT 20

Volunteering

This is an **Optional Unit for the Level 2 BTEC Diploma in Public Services**

You must pass **THREE** Optional Units to pass the Level 2 BTEC Diploma

Read this before you start:

A number of questions in Unit 20 ask you to identify your answer by selecting from options offered to you.

For each question select your answer and place a ✓ in the appropriate box or boxes.

If you mark the wrong box, change the ✓ into a ✗ and put a ✓ in the correct box.

Assignment 20A:

Understand the importance of Volunteering in Public Services

Question 20A-1 This **PASS** level question provides evidence towards Unit 20 P1

- Why is volunteering important to the Public Services? **Identify FOUR** correct reasons:
 - Volunteers can extend and enhance the range of services provided
 - Volunteers can do the jobs no one else wants to do
 - Volunteering is particularly important at times of heavy demand
 - Volunteers are not as important as full time staff
 - Volunteers can help when public funds are stretched
 - Volunteers can respond rapidly to local emergencies

Question 20A-2 This **PASS** level question provides evidence towards Unit 20 P2

- a. From the list below **identify THREE** benefits that volunteers can bring **to the Public Services**:
- | | | |
|---|---------------------------------------|--|
| <input type="checkbox"/> Flexibility | <input type="checkbox"/> Fund raising | <input type="checkbox"/> Total control |
| <input type="checkbox"/> Fresh approaches | <input type="checkbox"/> Superiority | <input type="checkbox"/> Carelessness |
| <input type="checkbox"/> Expertise | <input type="checkbox"/> Enthusiasm | |
- b. Volunteering also brings many benefits **to the Volunteer**. **Identify FOUR** such benefits from the list below:
- | | |
|--|--|
| <input type="checkbox"/> Confidence building | <input type="checkbox"/> Enjoyment |
| <input type="checkbox"/> Good time filler | <input type="checkbox"/> Sense of purpose |
| <input type="checkbox"/> No effort needed | <input type="checkbox"/> Well paid |
| <input type="checkbox"/> Sense of belonging | <input type="checkbox"/> Do not have to relate to people |
| <input type="checkbox"/> Helps your employment prospects | <input type="checkbox"/> No commitment required |
| <input type="checkbox"/> Develops teamwork | |

Question 20A-3 This **MERIT** level question provides evidence towards Unit 20 M1

- From your answers in question 20A-2 part a above, **describe TWO** of the benefits and **analyse** importance of volunteering to the Public Services.

Benefit to the Public Services:	Analyse the benefit and its importance to the Public Services:
First Benefit	
Second Benefit	

Assignment 20B: Know the different types of Voluntary Work available

Question 20B-1 This **PASS** level question provides evidence towards Unit 20 P3

- Identify **THREE** different Public Service Organisations and give a brief description of one volunteer role in each Organisation:

Public Service Organisation:	Brief Description of one volunteer role in each Public Service Organisation:
1.	
2.	
3.	

Question 20B-2 This **MERIT** level question provides evidence towards Unit 20 M2

- There are many different types of voluntary work available.
- Compare and contrast **two** of the above Public Service Organisations in your answer to Question 1 above.
- **How do they differ and what demands do they make on the Volunteer?**

First Organisation
Second Organisation
How the two organisations compare and how they are different.

Assignment 20C: Understand the Skills required for Voluntary Work

Activity 20C-1 This **PASS** level activity provides evidence towards Unit 20 P4 & P5

- Take part in and demonstrate skills required for Voluntary Work.
- You will usually complete this as part of your normal activities with your organisation. CVQO will get a record of you achieving this from your Unit.

Question 20C-2 This **TWO** part **MERIT** level question provides evidence towards Unit 20 M3

- a. Explain the difference between “Hard” and “Soft” skills in volunteering.

Example of a “Hard” skill:
Example of a “Soft” skill:
What is the difference between “Hard” and “Soft” Skills?

- b. Choose a volunteer role in **TWO** different Public Service Organisations **Describe THREE** “Hard” or “Soft” skills required for each role.

First Public Service Organisation:
Chosen Volunteer Role:
Skill 1.
Skill 2.
Skill 3.
Second Public Service Organisation:
Chosen Volunteer Role:
Skill 1.
Skill 2.
Skill 3.

Question 20C-3 This **DISTINCTION** level question provides evidence towards Unit 20 D1

- You have been asked to produce a **short article** about why volunteering in **your** chosen organisation is so important.
- Name your chosen organisation and write this article in the space below.

Name of Chosen Organisation:

Why Volunteering is important in the above organisation:

Question 20C-4 This **DISTINCTION** level question provides evidence towards Unit 20 D2

- Which, in your opinion, is the most important type of voluntary work and what special skills are required?
- Give detailed reasons in your answer.

Continuation of question sheet (Please photocopy addition sheets where needed)

CVQO Registration Number:	VQ
Learner's Name (CAPITALS):	
Learner's Unit:	

Question Number:		
	Date:	Signature:

PLEASE ENSURE THAT
YOU HAVE
SIGNED THE COVER SHEET