

Health and Social Care

Advanced GCE

Unit **F921**: Anatomy and Physiology in Practice

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Description
	Good response/positive
	Negative
	Benefit of doubt
	Cross
	Level 1
	Level 2
	Level 3
	Level 4
	Repeat
	Tick
	Too vague
	Omission mark
	Development of point

Question		Answer	Mark	Guidance
1	(a)	One mark for each, SEVEN required 1 urethra 2 penis / erectile tissue 3 testicle 4 seminal vesicle / Cowper's gland 5 prostate 6 Vas Deferens / ductus deferens / ductus / sperm duct 7 epididymis	7	One mark for each correct answer. Minor errors in spelling are acceptable, apart from 1 which must be correctly spelt.

Question		Answer	Mark	Guidance
1	(b)	<p>One mark for correct function, ONE required for each</p> <p>Urethra</p> <ul style="list-style-type: none"> conveys ejaculate in the reproduction process structure through which urine passes <p>Penis</p> <ul style="list-style-type: none"> copulation / intercourse urination erectile tissue <p>Testicle</p> <ul style="list-style-type: none"> production of sperm produce hormones produce fluid to transport sperm <p>Seminal vesicle</p> <ul style="list-style-type: none"> secrete a solution used to neutralise acids, that might kill sperm; it is also a nutrient fluid <p>Prostate</p> <ul style="list-style-type: none"> provides a nutrient fluid for sperm (which they use in energy production) secrete a solution used to neutralise acids produces hormone <p>Vas Deferens</p> <ul style="list-style-type: none"> conveys sperm from the epididymis <p>Epididymis</p> <ul style="list-style-type: none"> helps to improve sperm motility used for storage of up to a month helps to mature sperm 	7	The second part of the question asks for a 'description', therefore, a short phrase or a short sentence is required. One word responses are not acceptable and are not awarded a mark.

Question		Answer	Marks	Content	Guidance
					Levels of response
1	(c)	<ul style="list-style-type: none"> • no sperm / low sperm / deformed sperm • links to life style • high temperature / tight underwear / varicocoele • injury • tumour • disease / STI / conditions • chemicals • radiation • hormone imbalance • vasectomy • use of drugs • excessive stress 	6	<p>The question asks for a 'description', therefore, a phrase or a complete sentence is required.</p> <p>Do not credit one word responses with an individual mark – these responses must be placed in Level 1.</p> <p>Candidates will not always use the phrases as printed. Marks will be given for the general principle.</p>	<p>Level 3: (5-6 marks) Candidates will provide a fully developed description that includes accurate terminology. Description of dysfunction will be accurate. Planned and logical sequence. Sentences and paragraphs relevant, with information presented in a balanced, logical and coherent manner. There are few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: (3-4 marks) Candidates will provide a description of the dysfunction that includes accurate terminology. The candidate has shown limited ability to organise the relevant information, with material presented in a way which does not always address the focus of the question. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: (0-2 marks) Candidates will provide a simple description/identification. Their use of appropriate terminology will be limited. Description of dysfunction may be limited. The answer may be muddled or list like, demonstrating little understanding of the focus of the question. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Mark	Guidance
2	(a)	<p>One mark for each structure, FIVE required</p> <p>1 oesophagus / gullet 2 large colon / bowel / caecum / large intestine 3 rectum 4 stomach 5 small bowel / intestine / ileum</p>	5	One mark for each correct answer. Minor errors in spelling are acceptable.

Question		Answer	Marks	Content	Guidance
					Levels of response
2	(b)	<p>Stomach</p> <ul style="list-style-type: none"> • churning by muscles of stomach • HCl produced to aid protein digestion • pepsin / protein to polypeptides • HCl makes iron absorbable • chyme produced <p>Duodenum</p> <ul style="list-style-type: none"> • bile from liver emulsifies fats • neutralises acid • pancreatic juice neutralises acids • juices from the pancreas and the wall of the intestine produce and contain enzymes (any suitable example) 	5	<p>The question asks for a 'description', therefore, a phrase or a complete sentence is required.</p> <p>Do not credit one word responses with an individual mark – these responses must be placed in Level 1.</p> <p>Candidates will not always use the phrases as printed. Marks will be given for the general principle.</p>	<p>Level 3: (5 marks) Candidates will provide a fully developed description of the process in both the stomach and duodenum. Description of effects will be accurate. Planned and logical sequence, using appropriate health, social care and early years terminology. Sentences and paragraphs relevant, with information presented in a balanced, logical and coherent manner. There are few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: (3-4 marks) Candidates will provide a clear description of the process in the stomach and duodenum. Appropriate terminology will be used. Description of effects will be generally accurate. The candidate has shown limited ability to organise the relevant information, with material presented in a way which does not always address the focus of the question. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: (0-2 marks) Candidates will provide a simple description. Their use of appropriate terminology will be limited. Description of effects may be limited. The answer may be muddled or list like, demonstrating little understanding of the focus of the question. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
2	(c)	<p>Dysfunctions include</p> <ul style="list-style-type: none"> • IBS • gastric ulcers • duodenal ulcers • gall stones • Coeliac disease • diabetes <p>Coeliac disease</p> <p><i>Diagnosis</i></p> <ul style="list-style-type: none"> • long-term (chronic) diarrhoea or repeated diarrhoea • persistent or unexplained gastrointestinal symptoms (those affecting the digestive system, such as nausea and vomiting) • prolonged fatigue (feeling tired all the time) • recurring symptoms of abdominal pain • cramping or bloating • sudden or unexplained weight loss • unexplained anaemia • blood test for certain antibodies • gut biopsy • use of gastroscop • take samples <p><i>Treatment</i></p> <ul style="list-style-type: none"> • removal of gluten • vitamin and mineral supplements 	10	<p>Identification does not have to be a sentence.</p> <p>The second part of the question asks for a 'description', therefore, a short phrase or a short sentence is required.</p> <p>Do not credit one word responses with an individual mark – these responses must be placed in Level 1.</p> <p>Candidates will not always use the phrases as printed. Marks will be given for the general principles of diagnosis and treatment.</p> <p>Accept any other appropriate dysfunction.</p> <p>Reward for <i>surgery</i> only if comments made about severity.</p>	<p>Level 3: (8-10 marks) Candidates will provide a fully developed description of the diagnosis and treatment that includes accurate terminology and follows a logical sequence. Answer is supported by use of accurate identification of one dysfunction. Sentences and paragraphs are relevant with accurate use of appropriate terminology. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: (5-7 marks) Candidates will provide a description of the diagnosis and treatment that includes accurate terminology. Sentences and paragraphs are generally relevant but may have minor inaccuracies or lack clarity and depth of understanding. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: (0-4 marks) Candidates will provide an identification/simple description of at least one method of diagnosis and/or treatment. Their use of appropriate terminology will be limited. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>IBS</p> <p><i>Diagnosis</i></p> <ul style="list-style-type: none"> • clinical observations, history • eliminating other causes or conditions by various techniques • stool sample testing <p>Or any other appropriate test or observation.</p> <p><i>Treatment</i></p> <ul style="list-style-type: none"> • self-help • healthy lifestyle is the best way to improve symptoms • management of constipation / diarrhoea • reduction of stress • avoidance of triggers • complementary therapies • surgery if severe <p>Ulcers</p> <ul style="list-style-type: none"> • clinical examination • H pylori tests • gastroscopy • Barium meal • biopsy <p><i>Treatment</i></p> <ul style="list-style-type: none"> • surgery / gastrectomy • life style • drugs for acid reduction / beta blockers / antibiotics 			

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Gall stones</p> <ul style="list-style-type: none"> • clinical examination • gastroscopy / ERCP • biopsy • ultrasound • cholecystogram <p><i>Treatment</i></p> <ul style="list-style-type: none"> • ERCP • key hole surgery • drugs to dissolve stones • lithotripsy • diet / lifestyle changes <p>Accept other appropriate conditions eg cancer / diabetes.</p>			

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>Asthma</p> <p><i>Diagnosis</i></p> <ul style="list-style-type: none"> • clinical observation • peak flow testing • spirometry • blood test for oxygen levels • allergen testing <p><i>Treatment</i></p> <ul style="list-style-type: none"> • inhalers – relievers – ventolin / salbutamol – reduces muscle spasm and relaxes • preventers – steroids (not anabolic) – increase blood flow anti-inflammatory (not ibuprofen like substances) • avoidance of triggers <p>Bronchitis</p> <p><i>Diagnosis</i></p> <ul style="list-style-type: none"> • clinical observation • peak flow testing • spirometry • blood test for oxygen levels / white cell count • sputum testing • x-rays / CAT / MRI <p><i>Treatment</i></p> <ul style="list-style-type: none"> • antibiotics • inhalers – relievers – ventolin / salbutamol – reduces muscle spasm and relaxes 	10	<p>The question asks for a 'description', therefore, a complete sentence is required.</p> <p>Do not credit one word responses with an individual mark – these responses must be placed in Level 1.</p> <p>Candidates will not always use the phrases as printed. Marks will be given for the general principle of the causes.</p> <p>Accept other appropriate dysfunctions or diseases.</p>	<p>Level 3: (8-10 marks)</p> <p>Candidates will provide a detailed description that includes accurate terminology. Description will be accurate and well developed. Sentences and paragraphs are for the most part relevant and material will be presented in a balanced, logical and coherent manner that addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: (5-7 marks)</p> <p>Candidates will provide a description that includes accurate terminology. Description of techniques and information will be accurate. Sentences and paragraphs will not always be relevant and material will be presented in a way that does not always address the question. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: (0-4 marks)</p> <p>Candidates will identify the treatment and/or diagnosis. Their use of appropriate terminology will be limited. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors in the use of grammar, punctuation and spelling may be noticeable and obtrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • preventers – steroids (not anabolic) – increase blood flow anti-inflammatory (not ibuprofen like substances) • surgery / lung transplant • lifestyle changes especially smoking • oxygen therapy <p>Cystic Fibrosis</p> <p><i>Diagnosis</i></p> <ul style="list-style-type: none"> • clinical examination / observation • sweat test and genetic testing for Cystic Fibrosis • blood tests (heel prick) • amniocentesis • CVS <p><i>Treatment</i></p> <ul style="list-style-type: none"> • physiotherapy • antibiotic treatments • enzyme and dietary supplements • oxygen therapy • bronchodilators • steroids • mucus thinning drugs • heart lung transplant • gene therapy • IVF <p>Others treatments may include</p> <ul style="list-style-type: none"> • acupuncture • homeopathy • herbal medicine • relaxation techniques 			

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(b)	<p>Asthma</p> <ul style="list-style-type: none"> • wheezing • SOB • chest tightness • restricted airways • cyanosis <p>Bronchitis</p> <ul style="list-style-type: none"> • SOB • restricted airways • cyanosis • coughing • expectorating • infective processes <p>Cystic fibrosis</p> <ul style="list-style-type: none"> • wheezing • SOB • restricted airways • cyanosis • coughing • expectorating • infective processes • thick mucus • salty sweat • dietary effects • infertility 	10	<p>The question asks for a 'explanation', therefore, a two-part response is required.</p> <p>Do not credit one word responses with an individual mark – these responses must be placed in Level 1.</p> <p>Candidates will not always use the phrases as printed.</p> <p>Accept any appropriate intellectual, emotional or social effects (positive and negative).</p> <p>Accept any other appropriate disease or dysfunction.</p>	<p>Level 3: (8-10 marks) Candidates will provide a detailed explanation that includes accurate terminology. Explanation of the effects will be accurate and well developed. Sentences and paragraphs are for the most part relevant and material will be presented in a balanced, logical and coherent manner that addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: (5-7 marks) Candidates will provide a explanation that includes accurate terminology. Explanation of the effects will be accurate. Sentences and paragraphs will not always be relevant and material will be presented in a way that does not always address the question. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: (0-4 marks) Candidates will identify/describe the effects. Their use of appropriate terminology will be limited. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors in the use of grammar, punctuation and spelling may be noticeable and obtrusive.</p>

Question		Answer	Mark	Guidance
4	(a)	One mark for each, FOUR required 1 kidney 2 ureter 3 urethra 4 bladder	4	One mark for each correct answer. Minor errors in spelling are acceptable Number 2 and 4 must be spelt correctly.

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(b)	<ul style="list-style-type: none"> • high pressure blood enters the nephron • where it is selectively filtered under pressure • it then enters the proximal tubule • where useful substances are re-absorbed by a network of blood vessels • about 99% percent of the filtrate is re-absorbed in this way • excess water is absorbed at this point in the loop of Henle / distal tubule / collecting duct under the control of ADH • the urine drains into the pelvis / calyx of the kidney 	6	<p>Do not credit one word responses with an individual mark – these responses must be placed in Level 1.</p> <p>Candidates will not always use the phrases as printed. Marks will be given for the general principle of urine production.</p> <p>Appropriate diagrams accepted for marking purposes.</p>	<p>Level 3: (5-6 marks) Candidates will provide a detailed outline that includes accurate terminology. Outline of the production of urine will be accurate. Sentences and paragraphs are for the most part relevant and material will be presented in a balanced, logical and coherent manner that addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: (3-4 marks) Candidates will outline the production of urine. Sentences and paragraphs will not always be relevant and material will be presented in a way that does not always address the question. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: (0-2 marks) Candidates will provide a simple identification. Their use of appropriate terminology will be limited. Description of the production of urine may be limited. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors in the use of grammar, punctuation and spelling may be noticeable and obtrusive.</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
4	(c)	<p>Dysfunctions</p> <ul style="list-style-type: none"> renal failure or impaired function due to external influences or neoplasm renal calculi / stones nephrotic syndrome <p>Renal Failure</p> <p><i>Diagnosis</i></p> <ul style="list-style-type: none"> physical examination plain X-rays IVP / IVU renal biopsy ultrasound blood tests urine test <p><i>Treatment</i></p> <ul style="list-style-type: none"> dialysis transplant drug treatments diet / fluid restriction controlling blood pressure <p>Renal stones</p> <p><i>Diagnosis</i></p> <ul style="list-style-type: none"> physical examination plain X-rays IVP / IVU ultrasound blood tests urine test 	10	<p>The question asks for a 'description', therefore a phrase or a complete sentence is required.</p> <p>Do not credit one word responses with an individual mark – these responses must be placed in Level 1.</p> <p>Candidates will not always use the phrases as printed. Marks will be given for the general principle of diagnosis and treatment.</p> <p>Any other appropriate dysfunction or disease will be accepted.</p>	<p>Level 3: (8-10 marks) Candidates will provide a detailed description that includes accurate terminology. Description of the diagnosis and treatment will be accurate and well developed. Sentences and paragraphs are for the most part relevant and material will be presented in a balanced, logical and coherent manner that addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 2: (5-7 marks) Candidates will provide a description that includes accurate terminology. Description of diagnosis and treatment will be accurate. Sentences and paragraphs will not always be relevant and material will be presented in a way that does not always address the question. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: (0-4 marks) Candidates will provide a simple description/identification. Their use of appropriate terminology will be limited. Description/identification of diagnosis and/or treatment may be limited. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors in the use of grammar, punctuation and spelling may be noticeable and obtrusive.</p>

Question	Answer	Marks	Guidance
	<p><i>Treatment</i></p> <ul style="list-style-type: none"> • drug treatments • increased fluid intake • lithotripsy • surgery • low protein diet <p>Nephrotic syndrome</p> <p><i>Diagnosis</i></p> <ul style="list-style-type: none"> • physical examination • renal biopsy • blood tests • urine test <p><i>Treatment</i></p> <ul style="list-style-type: none"> • drug treatments – steroids, diuretics, immunosuppressants • if this treatment fails then kidney failure results and treatment would include <ul style="list-style-type: none"> - dialysis - transplant - diet / fluid restriction - controlling blood pressure 		

Question		Answer	Marks	Content	Guidance
					Levels of response
5		<p>Arthritis <i>Causes</i></p> <ul style="list-style-type: none"> • genetic / inherited • injury • wear and tear / overuse • auto-immune <p><i>Effects</i></p> <ul style="list-style-type: none"> • inflammation of one or more joints causing redness, swelling, pain and loss of joint mobility • swelling can be due to fluid collections • osteoarthritis is the gradual destruction of weight bearing joints • rheumatoid arthritis affects hands, knees, shoulders, ankles and can produce painless round rheumatoid nodules under the skin • rheumatoid can cause damage to tissue throughout the body unlike osteoarthritis <p>Osteoporosis <i>Causes</i></p> <ul style="list-style-type: none"> • hormonal • age • lifestyle factors • drug side effects (corticosteroids) <p><i>Effects</i></p> <ul style="list-style-type: none"> • bones lose their density, worse with age and more common in women, fractures are common in hip wrist and spine with associated nerve damage 	20	<p>The question asks for an 'explanation', therefore, a phrase or a complete sentence is required.</p> <p>Do not credit one word responses with an individual mark – these responses must be placed in Level 1.</p> <p>Bullet points will indicate identification unless they include fully formed descriptions. This may only take them as far as the second mark band.</p> <p>The list is not definitive but most responses will be covered by these areas of common effects.</p> <p>Candidates will not always use the phrases as printed.</p> <p><i>To access the higher marks there must be specific examples of how daily activities are affected by the dysfunction.</i></p>	<p>Level 4: (16-20 marks) Candidates will give a detailed explanation of the causes and assess in depth the effects of the named dysfunction and its impact on lifestyle. They will demonstrate the ability to present their answer in a well-planned and logical manner, with a clearly defined structure. They will use appropriate terminology confidently and accurately. Sentences and paragraphs will directly address the question in a consistent, relevant and well-structured way. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p>Level 3: (11-15 marks) Candidates will explain possible causes and assess the effects of the named dysfunction and its impact on lifestyle. They will demonstrate the ability to present their answer in a logical manner using appropriate terminology. Sentences and paragraphs are for the most part relevant and material will be presented in a balanced, logical and coherent manner that addresses the question. There may be some errors in grammar, punctuation and spelling.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> the bones lose calcium, phosphate and the matrix breaks down Dowager's hump and altered posture other effects could include anorexia, thyroid hormone change and corticosteroids <p>Parkinson's <i>Causes</i></p> <ul style="list-style-type: none"> genetic environmental triggers viral triggers reduced dopamine production <p><i>Effects</i></p> <ul style="list-style-type: none"> disease of the central nervous system giving gradual, progressive muscle tremors, rigidity and clumsiness a mask like expression awkward, shuffling walk with a stooped posture, slow monotonous voice walking, talking and tasks become progressively difficult later stages mental deterioration and dementia occur <p>Multiple Sclerosis <i>Causes</i></p> <ul style="list-style-type: none"> genetic environmental triggers viral triggers auto-immune demyelination 			<p>Level 2: (6-10 marks) Candidates will describe possible causes and some effects of the named dysfunction and/or its impact on lifestyle. They will demonstrate limited ability to organise their answer, using some appropriate terminology. Sentences and paragraphs will not always be relevant and material will be presented in a way that does not always address the question. There may be some errors of grammar, punctuation and spelling.</p> <p>Level 1: 0-5 marks Candidates will describe possible causes and the effects of the named dysfunction their answer will be limited and may contain little evidence of the use of appropriate terminology. Sentences and paragraphs have limited coherence and structure, with little relevance to the main focus of the question. Errors in the use of grammar, punctuation and spelling may be noticeable and obtrusive.</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><i>Effects</i></p> <ul style="list-style-type: none"> • progressive and debilitating CNS disease involving on going destruction of the myelin sheaths of nerves • this effectively causes short circuits in the system and disrupts signals • therefore all systems can be affected in some way • fatigue, visual / auditory / speech impairments, clumsiness, loss of balance, memory loss, lack of co-ordination, pins and needles, spasms, numbness and any other appropriate symptom <p>Stroke</p> <p><i>Causes</i></p> <ul style="list-style-type: none"> • clot • bleed • injury • drug effects • genetics • lifestyle • high blood pressure <p><i>Effects</i></p> <ul style="list-style-type: none"> • sudden severe headache with no known cause • vision problems • memory loss • slow, cautious behavioural style • sudden weakness, numbness or paralysis often down one side of the body, affecting the face, arm, leg or whole side 			

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> • sudden confusion, trouble speaking or ability to understand what others are saying, or an alteration in speech, such as slurring words • sudden difficulty with walking, dizziness, loss of balance or co-ordination • swallowing difficulties <p>Lifestyle effects</p> <ul style="list-style-type: none"> • the inability to move around, carry out daily tasks and take part in gainful employment <p><i>Any effect related to</i></p> <ul style="list-style-type: none"> • understanding • accessing learning • learning new skills and practical tasks • lack of understanding of the problems and causes of their dysfunction • poor education on the effects dysfunction • failure to believe the facts and effects • effects on personal hygiene • socialising, personal relationships <p>These may well be linked to the above and include expansion on the following topics</p> <ul style="list-style-type: none"> • stress • disempowerment • isolation and low self esteem • fear • reduced self worth / self concept 			

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