

# **Health and Social Care**

Advanced GCE F920

## **Mark Scheme for June 2010**

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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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Question	Expected Answer	Mark	Total	Rationale
1 (a)	<p><b>One</b> mark for a correct response:</p> <p>Eysenck or Cattell</p>	1x1	<b>[1]</b>	Accept variations of spelling unless candidate is clearly meaning Erikson.
1 (b)	<p><b>Two</b> marks for each feature outlined, TWO required (One mark for naming the feature, second mark for development)</p> <p><b>Eysenck:</b></p> <ul style="list-style-type: none"> <li>• personality is inherited/genetic</li> <li>• trait theory – individuals can be placed at a point on a continuum between extremes</li> <li>• extroversion – introversion</li> <li>• stability – instability (neuroticism)</li> <li>• tough minded – tender minded</li> <li>• personality can be tested, measured</li> <li>• linked to Galen’s work on ‘humours/body fluids’</li> <li>• criminal behaviour can be linked to traits</li> </ul> <p><b>Cattell:</b></p> <ul style="list-style-type: none"> <li>• personality is inherited/genetic</li> <li>• 16 personality factors – personal profile plotted on continuum between extremes</li> <li>• sociable – unsociable</li> <li>• intelligent – unintelligent</li> <li>• emotionally stable – unstable</li> <li>• dominant – submissive</li> <li>• cheerful – brooding</li> <li>• conscientious – undependable</li> <li>• bold – timid</li> <li>• sensitive – insensitive</li> <li>• suspicious – trusting</li> <li>• imaginative – practical</li> </ul>	2 x 2	<b>[4]</b>	<p>Accept references to blood sugar levels, brain chemistry, hormones and similar.</p> <p>Where specific traits are mentioned one mark awarded for naming the trait (or pair); further comment needed for second mark</p>

Question	Expected Answer	Mark	Total	Rationale
	<ul style="list-style-type: none"><li>• shrewd – naïve</li><li>• self assured – apprehensive</li><li>• radical – conservative</li><li>• self-sufficient – group adherence</li><li>• self-disciplined – uncontrolled</li><li>• tense – relaxed</li><li>• personality can be tested/measured</li></ul>			

Question	Expected Answer	Mark	Total	Rationale
1 (c)	<p><b>Level 3: (12 – 15 marks)</b> Candidate shows clear understanding in assessing the usefulness (or not) of early years workers having an understanding of the biological perspective. Advantages <b>and</b> disadvantages of using such an approach in an early years setting are assessed using appropriate examples. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with information presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2: (7 – 11 marks)</b> Candidate describes the biological perspective and attempts to assess the usefulness of early years workers having an understanding of the biological perspective, giving some examples of the advantages and/or the disadvantages of using such an approach. The candidate has shown limited ability to organise the relevant information, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling <i>Sub-max of 7 for a good description of the biological perspective.</i></p> <p><b>Level 1: (0 – 6 marks)</b> Some knowledge of the biological perspective is shown but there is little attempt to apply theory to practice. There is little or no attempt at assessment. The candidate has used little, if any, appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[15]	

Question	Expected Answer	Mark	Total	Rationale
	<p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>+ can identify personality type of child</li> <li>+ can predict how a child will behave in particular situations</li> <li>+ identify similarities between siblings</li> <li>+ can promote positive expectations through knowledge of family background</li> <li>+ could develop closer links with family members</li> <li>+ could give a personality test</li> <li>+ can plan appropriate activities to suit personality type</li> </ul> <p><b>Disadvantages:</b></p> <ul style="list-style-type: none"> <li>– can ‘jump to conclusions’ inappropriately</li> <li>– stereotyped expectations of behaviour</li> <li>– shy children may not be sufficiently challenged</li> <li>– children with extrovert personalities may be given more attention</li> <li>– siblings inappropriately expected to behave in similar ways</li> <li>– prejudice may occur through inappropriate beliefs</li> <li>– can promote negative expectations through knowledge of family background</li> <li>– can create resentment if children compared with siblings or other family members</li> </ul>			

Question	Expected Answer	Mark	Total	Rationale
2 (a)	<p><b>Level 3: (7 – 8 marks)</b> Candidate identifies at least <b>two</b> reasons why individuals might find it difficult to access health services and explains how at least <b>three</b> aspects of development would be affected. Appropriate links are made between the reasons and the effects showing understanding. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with information presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2: (4 – 6 marks)</b> Candidate identifies at least <b>two</b> reasons why individuals might find it difficult to access health services and explains how at least <b>two</b> aspects of development would be affected. The candidate has shown limited ability to organise the relevant information, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1: (0 – 3 marks)</b> Candidate identifies at least <b>one</b> reason why individuals might find it difficult to access health services. There may be no reference to effects. The answer may be muddled and list like, lacking detail. The candidate has used little, if any, appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>• transport difficulties – cost of/no public transport, no car, cannot drive</li> <li>• low income – cost of parking when attending for check up</li> </ul>		<b>[10]</b>	<p>Do not accept that living in a poor area will result in poorer access to health care.</p> <p>Aspects of development need not necessarily relate to <b>different</b> PIES – three physical effects would be acceptable.</p> <p>N.B. the question asks candidate to <b>identify</b> reasons and <b>explain</b> effects.</p>

Question	Expected Answer	Mark	Total	Rationale
	<ul style="list-style-type: none"> <li>• some health care treatments have to be paid for by user e.g dentist, chiropodist</li> <li>• difficulties travelling with babies/young children</li> <li>• mobility difficulties – through age or disability</li> <li>• working hours and unable to take time off</li> <li>• homeless and not registered with GP etc</li> <li>• works away from home/travels frequently</li> <li>• responsibilities as a carer – cannot leave person being cared for/cannot take with them</li> <li>• psychological difficulties – frightened, agoraphobic, embarrassed, fear of leaving the house (because of intimidating neighbourhood etc)</li> <li>• lack of specialist facilities available locally/distance to travel eg Dialysis, cancer treatments</li> <li>• language difficulties</li> <li>• lack of knowledge of what is available</li> <li>• lack of understanding of the importance of services</li> <li>• cultural/gender barriers to accessing services</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• illnesses take longer to clear up/not treated</li> <li>• illnesses not identified/diagnosed</li> <li>• individual in pain</li> <li>• complications arise (eg flu develops into pneumonia)</li> <li>• earlier death</li> </ul> <p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• not learning about the importance of health care eg immunisation, screening</li> <li>• lack of information about what is available</li> <li>• not knowing what is wrong</li> <li>• not understanding/knowing what treatment is available</li> </ul>			

Question	Expected Answer	Mark	Total	Rationale
	<p><b>Emotional</b></p> <ul style="list-style-type: none"><li>• feeling 'disempowered'</li><li>• depression</li><li>• worried/fearful</li><li>• stressed</li><li>• angry</li></ul> <p><b>Social</b></p> <ul style="list-style-type: none"><li>• 'social exclusion'</li><li>• isolated</li><li>• lack of contact with health professionals</li></ul>			

Question	Expected Answer	Mark	Total	Rationale
2 (b)	<p><b>Level 3: 6 – 7 marks</b> Candidate explains in detail the effects of noise pollution on at least <b>three</b> PIES. Appropriate examples of noise pollution may be given with some explanation of their different effects. Clear understanding is shown of the links between the different aspects of development and reference may be made to different individuals eg children and older people. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with information presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 4 – 5 marks</b> Candidate explains the effects of noise pollution on at least <b>two</b> aspects of PIES. Examples given may not link clearly to the effects. The candidate has shown limited ability to organise the relevant information, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1: 0 – 3 marks</b> Candidate attempts to explain the effects of noise pollution on at least <b>one</b> aspect of PIES. Alternatively candidate identifies more than one aspect of PIES but answer is list like and muddled or the emphasis is on the causes of noise pollution rather than the effects. The candidate has used little, if any, appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <p><b>Physical</b></p>		[10]	Causes of noise pollution are not asked for in the question.

Question	Expected Answer	Mark	Total	Rationale
	<ul style="list-style-type: none"> <li>• disturbed sleep/tiredness</li> <li>• effects on hearing/tinnitus</li> <li>• headaches</li> <li>• work-related damage eg using pneumatic drills</li> </ul> <p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• lack of concentration</li> <li>• inability to study</li> <li>• may be motivated to find out more about the effects</li> </ul> <p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• stress</li> <li>• anxiety</li> <li>• fear/feel threatened (eg noisy/aggressive neighbours)</li> <li>• disempowered</li> <li>• angry</li> <li>• aggression</li> <li>• bad tempered</li> <li>• irritable</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• withdrawn</li> <li>• isolated</li> <li>• not wanting to go out</li> <li>• not mixing with neighbours/people in the community</li> <li>• become active member of community eg joining campaign against developments/noise</li> <li>• meet others with same concerns</li> <li>• spend time away from home (to avoid noise)</li> <li>• taking time off work</li> </ul>			

Question	Expected Answer	Mark	Total	Rationale
3 (a)	<p data-bbox="304 272 965 304"><b>One</b> mark for each cause identified, TWO required</p> <ul data-bbox="304 344 779 879" style="list-style-type: none"> <li>• separation from parent</li> <li>• starting nursery/preschool/school</li> <li>• eating problems</li> <li>• bedtime/sleep issues</li> <li>• being lost/getting lost</li> <li>• parents leaving/separating</li> <li>• illness of parent/siblings</li> <li>• birth of baby into the family unit</li> <li>• fear of spiders/animals/insects</li> <li>• parents arguing</li> <li>• lack of routine</li> <li>• threats</li> <li>• 'conditional love'</li> <li>• domestic violence</li> <li>• neglect/abuse/bullying</li> </ul> <p data-bbox="304 911 808 943"><i>Accept any other appropriate example</i></p>	2 x 1	<b>[2]</b>	

Question	Expected Answer	Mark	Total	Rationale
3 (b)	<p><b>Level 3: (7 – 8 marks)</b> Candidate explains in detail at least <b>two</b> effects of anxiety on the social and emotional development of a child demonstrating a high level of understanding. Appropriate examples are provided which show clear understanding of how anxiety could affect a young child. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with information presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2: 4 – 6 marks</b> Candidate explains at least <b>two</b> effects of anxiety on the social and emotional development of a child giving appropriate examples. The candidate has shown limited ability to organise the relevant information, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling. <i>Sub-max of 4 for <b>one</b> effect done well.</i></p> <p><b>Level 1: 0 – 3 marks</b> Candidate attempts to explain at least <b>one</b> effect of anxiety on the social and/or emotional development of a child. The answer may be list like and muddled. The candidate has used little, if any, appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[8]	

Question	Expected Answer	Mark	Total	Rationale
	<p><b>Social effects:</b></p> <ul style="list-style-type: none"> <li>• child is unwilling to be looked after by others</li> <li>• parents social activities (and therefore child's) reduced since child is 'clingy'/upset when in new social situations</li> <li>• unwilling to make friends</li> <li>• doesn't settle at nursery/preschool/school</li> <li>• not willing to mix with other children</li> <li>• aggressive/selfish/doesn't share with other children – not liked</li> <li>• demands attention if parent pays attention to other children/ adults</li> </ul> <p>+ any other appropriate effect</p> <p><b>Emotional effects:</b></p> <ul style="list-style-type: none"> <li>• worried/'stressed'</li> <li>• regression/bed wetting</li> <li>• poor sleeping</li> <li>• tantrums</li> <li>• upset/crying</li> <li>• clinging</li> <li>• jealous</li> <li>• frightened</li> <li>• withdrawn/shy</li> <li>• low self esteem</li> <li>• lack of confidence</li> </ul> <p>+ any other appropriate effect</p>			

Question	Expected Answer	Mark	Total	Rationale
3 (c)	<p><b>Level 3: (8 – 10 marks)</b> Candidate gives detailed analysis of at least <b>two</b> ways a childminder could minimise anxiety in a child in their care. Clear understanding is demonstrated of the role of the childminder in caring for the child and how anxiety can be minimised. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with information presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2: (5 – 7 marks)</b> Candidate analyses <b>two</b> ways a childminder could minimise anxiety in a child in their care. The candidate has shown limited ability to organise the relevant information, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1: 0 – 4 marks</b> Candidate briefly analyses at least <b>one</b> way in which a childminder could minimise anxiety in a child in their care. The answer may be muddled and lacks detail, demonstrating little understanding of the focus of the question. The candidate has used little, if any, appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p> <ul style="list-style-type: none"> <li>• childminder reassures/talks to child</li> <li>• maintains regular routine</li> </ul>		[10]	

Question	Expected Answer	Mark	Total	Rationale
	<ul style="list-style-type: none"><li>• allows child to have comfort items/toys</li><li>• acknowledges child's anxiety</li><li>• provides positive experiences</li><li>• allows required time for calm handover/collection procedures</li><li>• discusses situation with parents</li><li>• tries to find out why the child is anxious</li><li>• plans appropriate activities</li><li>• reads stories relating to the way the child feels</li></ul> <p><i>Plus any other appropriate way</i></p>			

Question	Expected Answer	Mark	Total	Rationale
4 (a)	<p><b>One</b> mark for a correct response:</p> <p>Maslow or Rogers</p>	1 x 1	<b>[1]</b>	
4 (b)	<p><b>Two</b> marks for each feature outlined, <b>THREE</b> required</p> <p><b>Maslow:</b></p> <ul style="list-style-type: none"> <li>• needs met in order/hierarchy– deficit needs then higher order needs</li> <li>• physical/physiological needs – food, water, sleep</li> <li>• safety/security – housing, free from threat or intimidation</li> <li>• sense of belonging/love – member of a family or social group</li> <li>• self-esteem – feeling good about self</li> <li>• cognitive – learning, intellectual stimulation</li> <li>• aesthetic – sense of beauty, music, ‘awe and wonder’</li> <li>• self actualisation – ‘being all that you can be’</li> <li>• self motivation to progress- internal drive</li> </ul> <p><b>Rogers:</b></p> <ul style="list-style-type: none"> <li>• positive regard from others leads to positive self regard</li> <li>• conditions of worth distorts perception of self</li> <li>• inbuilt need to explore – actualising tendency</li> <li>• social pressures decrease/distort the actualising drive</li> <li>• unconditional love required from parents</li> </ul>	3 x 2	<b>[6]</b>	Drawing of pyramid of needs can be credited but further comment required for full marks.

Question	Expected Answer	Mark	Total	Rationale
4 (c)	<p><b>Level 3 (10 – 13 marks)</b> Candidate demonstrates a high level of understanding in explaining ways in which attending a day care centre can meet the intellectual needs of an older person. Links may be made to theory. Appropriate examples of activities which can take place in a day care setting are given with a clear explanation of how the examples given contribute to meeting intellectual needs. The answer is in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with information presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (5 – 9 marks)</b> Ways in which attending a day care centre can meet intellectual needs of an older person are explained. At least one appropriate example is given with an explanation of how it contributes to meeting intellectual needs. Alternatively, ways of meeting intellectual needs are well explained but not related directly to attending day care The candidate has shown limited ability to organise the relevant information, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the focus of the question. There may be noticeable errors of grammar, punctuation and spelling.</p> <p><b>Level 1 (0 – 4 marks)</b> Candidate shows limited understanding of the intellectual needs of an older person or how attending a day care centre could meet them. Answer may be muddled with inappropriate or irrelevant suggestions or examples. The candidate has used little, if any, appropriate health, social care and early years terminology. Sentences and paragraphs have limited coherence and structure. Errors of grammar, punctuation and spelling may be noticeable and intrusive.</p>		[13]	

Question	Expected Answer	Mark	Total	Rationale
	<ul style="list-style-type: none"> <li>• intellectual needs involve cognitive stimulation/thinking skills</li> <li>• day care provides opportunities for:</li> <li>• conversations/communication with others – staff and clients</li> <li>• taking part in activities such as bingo, dominoes, Scrabble, quizzes</li> <li>• singing – remembering words/tunes, learning new songs</li> <li>• reminiscence activities – remembering/talking about the past</li> <li>• meeting new people/learning/remembering names</li> <li>• planning activities – looking forward to events/remembering dates &amp; times</li> <li>• reading – talking about or listening to books being read, on tapes etc</li> <li>• TV programmes/films – watching and discussing</li> <li>• Meeting deficit needs first enables older person to focus on intellectual needs</li> </ul> <p><i>Plus any other appropriate <b>example</b> of intellectual activity</i></p>			

Question	Expected Answer	Mark	Total	Rationale
5	<p><b>Level 4 (19 – 25 marks)</b> Candidate gives a detailed outline of a relevant theory (Pavlov or Skinner), demonstrating a high level of understanding. Detailed evaluation is given which provides a balance of both positive and negative aspects of the application of the theory and which is clearly linked to the focus of the question. At the top end of this band conclusion/s will be drawn which is/are supported by the information given. The answer has a clearly defined structure, using appropriate health, social care and early years terminology confidently and accurately. Sentences and paragraphs are consistently relevant and are well structured in a way which addresses the focus of the question. There will be few, if any, errors of grammar, punctuation and spelling.</p> <p><b>Level 3 (13 – 18 marks)</b> Candidate gives a clear outline of a relevant theory, showing some understanding. Evaluation of the application of the theory includes both positive and negative aspects but may lack balance. A conclusion may or may not be drawn, may be minimal or lacks supporting information. The answer is generally in a planned and logical sequence, using appropriate health, social care and early years terminology accurately. Sentences and paragraphs are for the most part relevant, with information presented in a balanced, logical and coherent manner. There may be occasional errors of grammar, punctuation and spelling.</p> <p><b>Level 2 (7 – 12 marks)</b> Candidate gives an outline of a relevant theory. Positive and/or negative aspects of application of the theory are described with minimal explanation. Candidate has shown limited ability to organise the relevant information, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be</p>		[25]	Candidates may give a range of explanations of the theory, particularly relating to negative reinforcement and punishment – the focus should be on the application of the theory and the difficulties encountered in a group situation.

Question	Expected Answer	Mark	Total	Rationale
	<p>noticeable errors of grammar, punctuation and spelling.  <i>Sub-max of 8 for good outline of theory only.</i></p> <p><b>Level 1 (0 – 6 marks)</b>  Candidate gives a brief or muddled outline of a relevant theory. Little, if any, attempt to apply the theory to practice with little understanding of the focus of the question demonstrated. Candidate has shown limited ability to organise the relevant information, using some appropriate health, social care and early years terminology. Sentences and paragraphs are not always relevant, with the material presented in a way that does not always address the question. There may be noticeable and intrusive errors of grammar, punctuation and spelling.</p> <p><b>Pavlov:</b></p> <ul style="list-style-type: none"> <li>• theory comes from classical conditioning experiments with dogs – can conditioned responses be applied to children in an early years setting?</li> <li>• based on reward for specific behaviour – identification of rewards</li> <li>• avoidance of unpleasant experiences – linked to school refusal/school phobia</li> </ul> <p><b>Skinner:</b></p> <ul style="list-style-type: none"> <li>• behaviour which is rewarded is repeated- use of praise, stars, stickers etc</li> <li>• behaviour which is ignored is extinguished – not talking to/giving attention to a child who is misbehaving</li> <li>• child has to experience the reward themselves (conditioning does not allow for seeing others being rewarded and copying their behaviour)</li> <li>• depends on ‘chance’/ catching the child being good – teacher must be observant and reward each child each time they carry out the required behaviour</li> </ul>			

Question	Expected Answer	Mark	Total	Rationale
	<p><b>Application to early years setting:</b></p> <p><b>Positive</b></p> <ul style="list-style-type: none"> <li>• useful for establishing routines – silence when teacher claps hands/puts hand up/puts finger on lips – lining up when the bell goes/tidying up at a certain time or signal</li> <li>• clearly identifies required behaviour – encourages consistency of approach from all teachers</li> <li>• effective means of socialisation – establishing ‘good manners’</li> <li>• children internalise behaviour – automatic responses make behaviour control easier in the long term</li> <li>• promotes a positive atmosphere in the classroom – children are expected to behave well</li> <li>• emphasis is on rewarding required behaviour – children want to be approved of</li> </ul> <p><b>Negative</b></p> <ul style="list-style-type: none"> <li>• required behaviour not explained – children may not understand why they have behave in a certain way</li> <li>• difficult to put into practice in a group situation – each child has to experience the response directly</li> <li>• takes time to develop associative behaviour/automatic responses</li> <li>• difficult to maintain consistency eg differences between home and school, or between different teachers – children may become confused</li> <li>• difficult to identify appropriate rewards</li> <li>• teacher’s attention is a reward in itself – how can inappropriate behaviour be addressed?</li> <li>• difficult to ignore unwanted/unacceptable behaviour – health and safety issues, effects on other children</li> <li>• dangers of reinforcing unwanted behaviour – giving attention, eg by telling off, telling child to stop talking, to sit down etc</li> <li>• negative reinforcement (bringing about a change in behaviour by stopping something unpleasant) difficult to put into practice – teacher stops ignoring child when they perform the required</li> </ul>			

Question	Expected Answer	Mark	Total	Rationale
	behaviour, child allowed to play when they are quiet/sensible • time consuming trial and error way of learning what behaviour is approved of (learning by observation is more efficient, child doesn't have to make mistakes themselves)			

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